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This study was designed to: (1) evaluate the Community Librarians' Training Courses which had been conducted for five years in New York State to train persons without professional library training who were serving as librarians and (2) appraise the entire training program of the Library Extension Division in order to make recommendations and provide guidelines for future growth and development. Methodology for the study involved intensive evaluation of two courses and questionnaires administered to all System Directors, Consultants, and students. A major conclusion of the evaluation was that the Library Extension Division has entered the training field with the initiation of the series for the community librarians but that it must extend this service to others in the field, including professional librarians. Specific recommendations were made for the improvement of the Community Librarians' Training Course per se, the expansion of the Library Extension Division's training function and program, the training role of the Systems, coordination with agencies other than the Systems in developing training programs, and the development and structure of the training programs in the Library Extension Division and the field. Appendices include the study questionnaires, course evaluation tools, course outlines and materials, and a 107 item bibliography on training. (JB)

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An evaluation of the COMMUNITY LIBRARIANS' TRAINING COURSES with Special emphasis on the entire TRAINING FUNCTION in the Library Extension Division of The New York State Library

A study sponsored by the Library Extension
Division of the New York State Library

Lawrence A. Allen

January 28, 1966

LI 001024

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An evaluation of the

COMMUNITY LIBRARIANS' TRAINING COURSES

with

Special emphasis on the entire

TRAINING FUNCTION

in the

Library Extension Division

of

The New York State Library

A study sponsored by the Library Extension
Division of the New York State Library

Lawrence A. Allen

January 28, 1966

January 28, 1966

Miss Jean L. Connor, Director
Library Extension Division
The New York State Library
Albany, New York

Dear Miss Connor:

It is with a great deal of pleasure that I submit herewith the Report of the Evaluation of the Community Librarian's Training Courses.

We began this evaluation study approximately one and a half years ago and in the development of the objectives it became apparent that we were evaluating much more than the Community Librarian's Training Courses alone. Indeed, the study was expanded almost immediately into an analysis and evaluation of the entire training program of the Library Extension Division with a view toward making recommendations and providing guidelines for future directions. Realizing therefore that such an extensive program will require time as well as staff and finances for implementation, a transitional phase of one year has been developed as an interim program.

Although there are many people I could acknowledge as being particularly helpful in the completion of this study, space precludes my doing so. I should like, however, to acknowledge the outstanding cooperation of the members of the Library Extension Division staff who gave so willingly of their time and without whom the evaluation could never have been completed. A special thanks, therefore, to Miss Marion Vedder, Miss Virginia Heffernan, Miss Margaret Hannigan, Miss Esther Helfand, Miss Marie Gustafson and Mr. Robert Stewart.

It has been a pleasure working with you and it is my hope that the recommendations will be implemented as a basis for a continuing education and training program in the Library Extension Division.

Sincerely yours,

Lawrence A Allen

Dr. Lawrence A. Allen
Consultant

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INTRODUCTION

INTRODUCTION

Training is a management tool. In essence, it is the formal or informal procedures which an organization uses to facilitate employee learning so that their behavior contributes to the implementation of the goals and objectives of the organization.

It is a tool that has become recognized in business, industry, government and professions including librarianship. Without question, in this age of rapid development, it is a basic responsibility of management, regardless of the field, to train and retrain individuals. Each year professional workers must acquire new ways of performing their tasks because of the changes in their occupation or profession. The skills, knowledge and attitudes required to perform the job must be learned by each individual. In the final analysis, learning is an individual phenomenon.

Librarians with or without professional education are in constant need of training and retraining. The same holds true for many, if not all, of the semi-skilled and professional occupations today.

The library field has a need for pre-induction training, induction training and in-service training. It will always have this need. Much too frequently has the library field considered itself to be sufficiently trained and "up-dated" simply on the basis of professional training and, perhaps more important, too often has it overlooked the many people who have never had pre-induction or professional training of any kind. Librarians without degrees may be non-professional, but they function as librarians; consequently, the obligation on the part of responsible management is to extend and up-grade these individuals in order to improve library service to the public.

In 1959, a committee of the Library Extension Division's staff gathered together for the express purpose of planning and designing a training program for the Community Librarians. Out of the deliberations of this dedicated group came the original design for a Community Librarians' Training Program.

The need to provide training opportunities for Community Librarians was painfully obvious. At that time, other training opportunities were almost non-existent for this group of forgotten people. For example, the Small Public Library Pamphlet series had not yet been received; library schools were not offering courses to non-professionals and the library systems, numbering only sixteen at that time, did not have sufficient staff to provide such training.

It appeared that the Library Extension Division was, therefore, the only source of providing training and fulfilling this great need on the part of community librarians. The Division could budget LSA funds for the training of "rural" libraries. These funds could be used to hire additional staff with special training and experience in subject specialties. These specialists would concentrate on helping community librarians give better quality service to their publics by means of teaching them better book selection techniques, better understanding of their materials and how to use these materials in providing more effective library service.

Prior to the establishment of the Community Librarians' Training Courses, the Library Extension Division had sponsored institutes and one-day workshops which, although enthusiastically received, did not appear to change library service to any reasonable extent. This observation stimulated thinking about a sustained, continuous educational program. Consequently, the original planning committee in 1959 agreed that five areas of study were basic:

Library Management
Adult Services
Children's Literature
Young People's Work
Reference

and that these courses would be taken by a community librarian over a period of two and one-half years.

Quoting from documents written at that time, (1959) the following were given as the five objectives of the courses:

1. "Designed to give non-professional community librarians an overall orientation to the problems of library service in small public libraries.

2. Stimulate interest and to give guidance in improving library service by making the courses available to every community in the State.

3. Provide introductory and practical basic knowledge essential in directing a small library.

4. Planned to be economical of time, money and effort.

5. Participating System staff members would have an opportunity to observe training techniques and to plan in-service training built upon these basic courses".

The courses were quite separate from any System involvement in the beginning, primarily because the System concept itself was so new. At all times, however, the value of cooperation between the Library Extension Division and the Systems was stressed.

This relationship has brought about excellent cooperation between the State and the Systems and has provided an attitude and framework conducive to more training on all levels.

In order to provide access to a training program, twenty different training centers were selected throughout the State. The goal was to have these courses available so that a librarian could, with great ease, have all five courses within a two and one-half year period.

In 1964, the courses had finished their first five year cycle. Questions were raised as to what should be done next. Should the Library Extension Division return to the centers for a "repeat" performance or for additional courses in greater depth or at different levels? The number of Systems had grown so that now 97% of the State was included within library Systems. The staffs in the Systems had grown in both number and sophistication. Indeed, some had developed their own in-service training programs. Finally, what should be the training function and program of the Library Extension Division based upon its experiences with the Community Librarians' Training Courses?

Training always has a specific purpose. In this instance, community librarians with professional education were being taught fundamental library knowledge and skills. The Library Extension Divisions' role is actually one of training others to do the training rather than doing the training itself--in essence, always working itself out of a job. Systems will and must become more involved in training as they are now beginning to do. The need for training in libraries will not diminish rather it will increase and at an accelerated pace. Continuing education on an in-service basis has become not only a reality in our society, but indeed, a necessity.

The present felt need, or recognized immediate need, was for the training of the Community librarians. Training courses were established five years ago and, undoubtedly, have increased the quality and quantity of public library service. Indeed, the Library Extension Division and the Systems are in what might be called the infancy of their training role. Other needs will develop. Indeed, they are already present. It is only necessary to seek out such needs and establish sound training programs in response to them.

On the basis of industry's experience, needs are infinite and they are not restricted to personnel who have not been professionally trained. From top management down and from the lower echelons up, there is a constant need and demand for continuing education.

The Library Extension Division has taken the initiative in this role. It must continue to do so. In fact, there is really no choice. The only option is in what direction should the training go and with what emphasis.

This study has been designed, therefore, to accomplish two purposes:

1. An evaluation of the Community Librarians' Training Courses -- which was the original objective

and

2. An evaluation of the training function within the Library Extension Division with the express purpose of making specific recommendations concerning the future growth, structure and direction of the training program in the Division.

The second purpose, which grew out of the first, actually became the major objective of the study.

OBJECTIVES OF THE EVALUATION

OBJECTIVES OF THE STUDY

As stated previously, the problem of training is always with us. The immediate problem, however, was the evaluation of the Community Librarians' Training Courses. The courses had been conducted for five years. Questions were raised such as: Had they been successful? Have the courses accomplished their objectives? Do the participants apply the learning by creating changes on the job? These questions or problems served as the basis for asking a more important question:

What should be the role of the Library Extension Division in training and how should the Division be organized for future training activities?

The last was a very important question which required some answers and specific recommendations. The Library Extension Division was in need of basic information and data upon which to base decisions concerning future growth and direction.

The Community Librarians' Training Courses were set up to help persons who were serving as librarians without benefit of professional library training. This training, it was hoped, would increase the quality of service being given to communities with a population of 5,000 or less by means of training the librarians who are providing the service.

In a State as large as New York, this problem will not be easily solved in the foreseeable future. Small communities as well as large require library service and service of equal quality. Communities cannot be punished because of size. Yet, in actuality these communities cannot attract nor pay professionally trained people. But at the same time, qualified, well-trained people are necessary. Putting these two facts together, it is apparent that the present problem has logical reasons for its existence and, at the same time, these two facts boldly emphasize the necessity for continuing and expanding the training function by the Library Extension Division and other organizations.

Library service in the entire New York State is affected because small libraries and untrained people exist throughout the State. In order to have quality professional service, it is necessary to have a well-trained person performing these services. In short, trained librarians, professionally or otherwise, are an imperative to good library service. The Library Extension Division must be one of the key elements in maintaining the quality of service on a State-wide basis.

In order, however, to do the best job possible, it was necessary and incumbent upon the Library Extension Division to determine what it had done thus far in training. More specifically, answers were needed to questions raised about how effective the training had been and what should be the future direction of the Division in training.

The evaluation of the Community Librarians' Training Courses and appraisal of the training organization and program of the Library Extension Division proposed to suggest solutions to these questions and established the following as objectives for the study.

It is proposed that:

1. The training program, organization and process presently conducted by the Library Extension Division will be evaluated and appraised and recommendations made for improvement and future direction.

2. The Community Librarians' Training Courses which have been conducted for a period of five (5) years will be evaluated to test the extent to which the students are learning the skills, knowledge and attitudes as set forth in the objectives of each of the courses.

3. These courses will be evaluated to test the "impact" or "back-on-the-job" changes in behavior which have occurred as a result of the training.

4. In the process of evaluating the courses, instruments will be developed to accomplish the evaluation in a scientific manner, which should be capable of being used in subsequent evaluation of the Library Extension Division training activities.

5. The Library Extension Division staff members presently conducting courses and participating in the evaluation will learn the process of educational program planning.

Essentially, there are usually two groups of people who want to know something from an evaluation--the administration and the people conducting the training:

1. The administrator wants to know whether the improvements derived as a result of training are actually made; whether the training is being done in the best manner possible; whether the training is in the greatest areas of need, and what are the implications for revising or redirecting the training program.

2. People doing the training want to know whether they are having any effect--"are we getting across?" and how the training process can be improved.

Typically, however, both groups are interested in all phases of the evaluation.

METHODOLOGY

METHODOLOGY

Evaluation is a process. It can be either simple or complex depending upon the nature of the problem. It is included (or should be) in all educational programming. Indeed, it is inherent in administration because evaluation of some kind, either formal or informal, is the basis for practically all administrative decision and action. It is, therefore, necessary that training of any type be evaluated to insure that training is effective and contributing to the goals and objectives of management and the organization.

Evaluation is not something that occurs at the end of an educational program but occurs throughout the educational process. It could be viewed as the beginning and end which means that educational programming is cyclical in nature. Specifically, programs begin by determining "needs". Through fact finding and appraisal (evaluation) problems and weaknesses are identified, a program is planned, implemented and then evaluated - followed by replanning, reimplementation and reevaluation. Thus a complete cycle is formed which is the cycle of education programming.

Expressed in other terms, evaluation is an appraisal or judgment of the value or worth of something. It does not have to be based entirely upon objective evidence. In fact, even when definite facts and measures are obtainable, it is still necessary to interpret and make judgments about them. Whenever possible, however, objective measures should be sought in an evaluation, but they are never the substitutes for judgment. In this study objective measurements were designed to evaluate the courses but the judgment of the author was the primary basis of recommendations relating to the training function in the Library Extension Division.

Evaluation is a process of collecting information for making decisions, forming judgments and drawing conclusions. As such, it has much in common with scientific research. Evaluation can, however, be done in a very casual manner. Regardless of how it is done, the difference is a matter of degree rather than kind. For example, one could draw a continuum representing degrees of evaluation:

Casual everyday Evaluation	Planned Scientific Research
Informal	Formal

The methods of evaluating the Community Librarians' Training Courses were located toward the scientific research end of the continuum. It was intended to gather information and data about three different levels or aspects of the courses. First, what was the reaction or feelings of the participants about the courses. Second, how much learning had taken place. Third, had any change in behavior occurred back-on-the-job. A number of instruments were designed to provide the necessary evaluation information.

The immediate purpose of the evaluation was to find out how well the courses had accomplished what they set out to do. How well had they achieved the results which were hoped for in the beginning of the courses. But the study had to go beyond this. There is always a reason for wanting to know how one is doing. The reason is the desire to improve. The ultimate purpose of evaluation was, therefore, to obtain better information on which to make decisions and to provide guidance in changing for improvement.

The following is a conceptual framework which was designed to evaluate the Community Librarians' Training Courses as well as the training program itself in the Library Extension Division. The basis for the development of this schema came from suggestions and comments gained from the Library Extension Division staff members, the visitation of the courses, interviewing and questioning of the students, plus, of course, personal observation and past experience with training in business, industry, government and the professions.

The framework of the schema began to develop immediately following the first discussion session with the Library Extension staft. Its dimensions changed, broadened and became more refined with subsequent meetings and discussions with the Director and staff members of the Library Extension Division, course instructors, and the students themselves

In the evaluation of the courses it was first thought that one course would be explored in depth. This idea was expanded, but still because of the limitation of time and the extension of the evaluation project to appraise the entire training program ot the Library Extension Division, it was impossible to evaluate intensively all four of the courses. Consequently, it was recommended that the Reference and Children's be the two courses selected for the evaluation. These two courses were recommended because the nature of the content of each of these lent themselves more readily to the type of evaluation to be accomplished in the limited period of time available. Also, it was one of the objectives to develop evaluation procedures and instruments which could be used in subsequent training activities. Again, these two courses lent themselves more readily to this objective. This was a limitation of the study, but time precluded any other alternative. The questionnaires pertained to all courses which meant that the other three courses would also be evaluated but not as intensively.

In addition to the intensive evaluation of two courses, which provided information and insights into the organization and implementation of the training program of the Library Extension Division, questionnaires were administered to all System Directors and Consultants, as well as students who graduated from all five courses, and dropouts, to appraise their reactions to the courses as well as their thoughts regarding the future of training by the Library Extension Division and the relationship to the Systems.

Steps taken in order to accomplish the evaluation were as follows:

1. A determination of the objectives for each course.
    a. General objectives for the entire course.
    b. Specific objectives for each lesson.
    c. Objectives were designed in behavioral and content terms. For example, "to develop the ability to apply book selection criteria" or another "to increase the skill in writing a good children's book annotation" or still another "to develop the appreciation of the value of a vertical file".
    d. The objectives were of two kinds: those which apply to what should be learned in the course, and those which apply to an application of the learning on the job.
    e. These objectives were written by the course instructor in cooperation with the Project Director.
2. A determination of what changes in behavior should result on-the-job because of taking the course.
    a. Specific kinds of data which indicate that the learning from the course had been implemented on the job. For example, take the previous objective "to develop the appreciation of the value of a vertical file". What kinds of data would indicate that the person is implementing this? Such things as:
        1. Has a vertical file been set up if one didn't exist.
        2. If it did exist, has it been up-dated.
        3. Has the file been weeded recently--how old is material.
        4. How often has the file been referred to by the librarian or public.

        5. Where is it located and how is it publicized to public.

    b. At least two or three were to be listed for each objective.

    c. From these data a checklist was constructed to be used before and after the course in order to have a pre and post check on change of behavior on the job.

    d. These data and checklists were constructed by the course instructors and Project Director.

3. A pre and post test based upon the course objectives.

    a. One hundred (100) questions were written covering concepts, knowledge, skills or attitudes which the course purported to teach, of which approximately eighty (80) were used.

    b. The questions were of the objective type--multiple choice, completion, etc.

    c. The tests were piloted and given an item analysis to determine "good" and "bad" questions.

    d. The questions were divided into two parts, one to be the pre-test and the other the post-test. This gave "equivalent forms" for measuring gains or losses.

4. A post-meeting reaction sheet

    a. A simple evaluation form was designed to be given at the end of the course.

    b. The purpose was to test the reactions and feelings of the students immediately after the course.

        Provided information upon which to design future sessions.

        Took about 10 minutes to complete.

        Constructed by the instructors and Project Director; applied and corrected by instructor.

5. Selection of control groups

    a. People were selected who had not taken the courses previously. The pre and post tests were given to these people as well as to the experimental group. Attempts were made to "match" the people in both the experimental course and control group according to background, position, and responsibility. It was discovered that this was not entirely feasible.

b. The purpose of the control group was to test whether or not the experimental group had learned more about the particular subject.

c. Control groups were selected with the help of the Systems staff.

d. The tests were administered to the control group by members of the Library Extension Division.

e. Tests were returned to the evaluator for correction and analysis.

6. Questionnaires

a. Four questionnaires were designed to evaluate the Community Librarians' Training Courses. One each for the Systems' Director, Systems' Consultants, students who had received a citation for completing five courses and one for "Drop-out" students. Specifically, to obtain the reactions to the courses and what suggestions and comments for future training by the Library Extension Division and the Systems.

b. The questionnaires were mailed to each person with a return envelope addressed to the evaluator.

c. A covering letter accompanied the questionnaire over the signature of the Director of the Library Extension Division.

7. Interviews and Class Visits

a. All four of the Reference Sessions were visited and a brief questionnaire administered.

b. One session of each one of the others was visited.

c. Personal interviews were conducted of Systems' Directors, Consultants, class participants, and Library Extension Division staff members.

d. Telephone and correspondence interviews were conducted of such people as Harold Hacker, Rochester; Lucille Wickersham, University of New Hampshire; Patrick Penland, Connecticut; Margaret Monroe and Muriel Fuller, University of Wisconsin; Mary McPartlin, University of Illinois; and others. (See appendix)

Thus, the pre and post tests and the checklists were designed specifically to test the courses. The questionnaires, post-meeting reaction sheet and interviews were also used to test the reactions to the courses as well as providing information about the training program in general and elicit data in the form of opinion concerning the future development and direction of the training function inthe Library Extension Division.

The pre and post tests plus the checklists were not as effective as was anticipated due to a variety of reasons, namely, the lack of time to construct a more perfect instrument and the geographical distance between the instructors and the evaluator which prevented sufficient contact to continuously revise the evaluation documents. They did, however, provide information which, combined with data gained from the other evaluation techniques, gave a basis for the author to arrive at conclusions and make recommendations according to his best judgment.

Readers interested in using the evaluation documents for future evaluations should pay close attention to the description of eachof the instruments, their advantages and disadvantages, discussed in the next section.

As was stated in the beginning of this section, an evaluation does not have to be based entirely upon objective evidence. In the final analysis, as is the case with all evaluations, the conclusions and recommendations of this study are based upon the interpretations and judgment of the author supported, of course, by the data gained from all the instruments.

CONCLUSIONS

CONCLUSIONS

This evaluation study, which has taken a little better than a year to complete, has led to a number of conclusions. The most important of which is that the Library Extension Division is now firmly entrenched in the role of training and must now look to the directions and means of implementing this expansion of such a demanding function both in personnel, time and financial commitment. It is imperative, therefore, that the Library Extension Division prepare for this expansion by careful and deliberate planning.

For the sake of clarity and consistency, the following conclusions have been related to each of the five objectives of the study.

Objective #1.

THE TRAINING PROGRAM, ORGANIZATION AND PROCESS PRESENTLY CONDUCTED BY THE LIBRARY EXTENSION DIVISION WILL BE EVALUATED AND APPRAISED AND RECOMMENDATIONS MADE FOR ITS IMPROVEMENTS AND FUTURE DIRECTION.

As the evaluation developed this objective became more and more to be the major one. It was recognized that the Library Extension Division was just "touching" the in-service library training needs throughout New York State and that this function would have to expand in the years to come. The entire Report supports this thesis very well. In fact, because so much of the recommendations bear upon this objective and its implementation it is not necessary to say anything more here other than that the Library Extension Division must continue to develop and expand the Community Librarians' Training Courses; work cooperatively with the Systems and other agencies; expand the scope of the training program to include other groups; establish a training structure within the Library Extension Division as well as throughout New York State to implement the expanded training program and appoint a training director to the staff.

The actual implementation of this report will take, it is contemplated, from two to five years, depending upon many factors which can be reduced to personnel, financing, and planning. Consequently, it is concluded that an interim phase of approximately one year is necessary. This phase will be based upon the results of the study and will also establish the base for the implementation of the entire report.

Objective #2

THE COMMUNITY LIBRARIANS' TRAINING COURSES WHICH HAVE BEEN CONDUCTED FOR A PERIOD OF FIVE (5)YEARS WILL BE EVALUATED TO TEST THE EXTENT TO WHICH THE STUDENTS ARE LEARNING THE SKILLS, KNOWLEDGE AND ATTITUDES AS SET FORTH IN THE OBJECTIVES OF EACH OF THE COURSES.

The data gained from all the evaluation instruments, questionnaires, interviews, etc., revealed that the students did learn. The pre and post tests, however, were not entirely successful in providing the data they had been designed to give. Specifically, there were two problems: one, the questions given in the post-test were not evenly equated with the pre-test in level of difficulty and, two, the control groups themselves were not well "matched". In addition, some confusion occurred in the administration of the control group tests which caused further difficulty. In spite of these problems, however, it was evident that the students learned and some to a very great extent.

Also, there can be little doubt on the basis of the data cited that the courses have been eminently successful in their acceptance by the people. Throughout the questionnaires and reaction sheets, this fact continued to come out and in sometimes very dramatic form. "Magnificent courses". "If only they could have been longer". "I needed everything the course had to offer". "The Library Extension Division is doing a wonderful job". "We Community Librarians have needed this for a long time"... and so forth. Thus, if in no other way, the courses were extremely successful in establishing the role of Library Extension Division in continuing library education and were effective in a good public relations sense.

This is not to say that the courses are all right as they are and should be continued as such. On the contrary, in spite of the "acceptance" of the courses, it is necessary that the courses be modified and revamped according to good educational principles of curriculum development.

In fact, another important conclusion concerning the courses and especially the content was the feeling and opinion on the part of many participants that the courses attempted to cover "Too much" and that they were "too high level". Although this may be difficult to accept at first, it becomes more reasonable after some reflection. If the audience to which the courses are directed is kept in mind (see appendix Profile of Community Librarians) then it is not surprising that such comments are made. In short, it is concluded that the "needs" of the community librarians have not been actually and realistically assessed and that the "expectations" on the part of the people doing the training may be too "high" for the community librarians who work in a "one-man" library.

In short, it is concluded that the courses appeared to be moderately successful in content learned, quite successful in their acceptance by the people and that they, the courses, can be made more effective and successful by application of good educational planning and implementation.

Furthermore, the courses met one of the ultimate tests of any educational program--the people returned for more. In fact, the enrollment of the courses has continued to increase. These courses have, therefore, demonstrated the "need" for training by such people in the library field. Also, these courses have stimulated a desire for training on the part of other groups in the library profession. For example, some Systems' Consultants expressed interest in future training. They have, therefore, created a favorable climate for further training which is no mean objective for any education program.

Finally, and in regard to further training, a word should be said about the involvement of the Systems. The present courses were established for the benefit of libraries serving a population of 5,000 people or less. It is here that the greatest need was felt for immediate training because, in actual fact, no one else was serving this need. The Systems accepted these courses with a great enthusiasm because they did not have the staff to accomplish the training necessary for the smaller libraries. This situation has changed somewhat as the Systems have developed and the time has arrived when the Systems should, indeed, must become more involved in training. This can and should be done in collaboration with the State Library Extension Division.

The Systems then must be a part of in-service training for personnel at all levels. As stated in Tucker's report of "The Experimental Library Technician Program", a high proportion of the State's small libraries are now members of the Systems, and with the expected progress in the establishment of cooperative Systems, almost all of them will shortly be included. The in-service training of assistants in these small libraries can now be conducted by Systems professional staff. This report which asks for an expansion of the Library Extension Division's training role goes on to state that, "Until the Library Extension Division program is further strengthened in accordance with recommendations, the training it offers will not be sufficiently frequent or intensive to meet ultimate training objectives. However, the parallel development of in-service training by the Systems themselves, as they gain in strength and qualified personnel, will advance the training goals." It is concluded, therefore, that the Systems and the State should work together in meeting the training needs of both professional and non-professional librarians in New York State.

In summary, then, the courses were generally successful, with many peripheral results which were not anticipated at the time, but their success in the achievement of their objectives can be enhanced with the proper application of sound program planning principles and a structure or training organization to implement the program.

Objective #3

THESE COURSES WILL BE EVALUATED TO TEST THE "IMPACT" OR "BACK-ON-THE-JOB" CHANGES IN BEHAVIOR WHICH HAVE OCCURRED AS A RESULT OF THE TRAINING.

The major means of assessing the "impact" of the learning in change of behavior back-on-the-job were the pre and post checklists. On the basis of the data provided from the checklists it is possible to state that there was some effective positive transfer but not to any measurable extent. Unfortunately, the instruments were not entirely successful in measuring what we wanted to learn. (The reasons for this are detailed in the next section, Objective #4). One of the major difficulties encountered was in the application of the instruments, essentially, the time involved and lack of personnel.

In spite of the difficulties, however, the instruments did provide some evidence that change had taken place. Perhaps the most important change of a behavioral nature resulting from the course was that of the participant's attitude. The participants were extremely conscious of the "pressure" to do something and were quite apologetic when they discovered that they were actually being "checked" to see if they had done so. In libraries where nothing had really changed, the individuals promised faithfully to do something as soon as possible and practically "begged forgiveness" for not having performed. These attitudes confirm the importance of follow-up on learning experiences and the impact such a follow-up can have on changing or solidifying change back-on-the-job.

It was also evident that additions had been made to the book collections and the selection appeared to be of better quality in accordance with what had been taught in the courses. Parenthetically, it is in this area of book knowledge that these librarians feel the greatest need. According to the Systems, there was also improvement in inter library loan efforts.

Evaluation instruments can provide data indicating areas in which more training is needed. The checklists were valuable here on two counts. One, it was apparent that the community librarians had not grasped the concept of planning but continued to go on a day to day basis. More effective training is necessary here. Two, the librarians continued to base their service on the "few" frequent users of the library rather than making any effort to go out in serch of the "ninety-nine". This appears to be a well entrenched, stereotyped work habit which will need constant repetition in a variety of training programs to change. Basically, it's an attitude change!

In summary, then, there was change back on the job but not so much that we could state with firm conviction that the courses had initiated and stimulated change to any great extent.

Objective #4

IN THE PROCESS OF EVALUATING THE COURSES, INSTRUMENTS WILL BE DEVELOPED TO ACCOMPLISH THE EVALUATION IN A SCIENTIFIC MANNER, WHICH SHOULD BE CAPABLE OF BEING USED IN SUBSEQUENT EVALUATION OF THE LIBRARY EXTENSION DIVISION TRAINING ACTIVITIES.

A number of instruments were designed for this study. The writer intended to develop new evaluation instruments and techniques for the Library Extension Division and to test their effectiveness.

Questionnaires

The four questionnaires proved to be very effective in providing a wealth of information with the exception of the Consultants' questionnaire. It was not effective because of two reasons; one, the turnover of consultant staff which made it impossible for the consultant to complete a questionnaire about someone whom she did not know; and, two, the turnover of the community librarians themselves.

The three remaining questionnaires, one of which was sent to the System Directors, another to the Citation's people, i. e., those who had taken all of the five courses, and another to those people who had dropped out of the course, were successful in providing the data. The returns were excellent:

Systems	85%
Citations	75%
Drop-Outs	50%

It is of interest to note that the returns from the drop-out questionnaire indicated that the people did not want to be called "drop-outs". All of the returns stated firmly that they did not "drop-out", but either they were too ill, had moved, or their husband had been transferred. Apparently, no one withdrew from a course because of dissatisfaction or lack of ability!

Pre & Post Tests

One of the difficulties encountered with these tests was in the construction of the post-test. Some of the material included was not emphasized or brought out in the courses. This fact, of course, helped to solidify the conclusion that the students will not gain information if it is not pointed out in the course itself in a way that motivates the student to learn. Also, too much content can do more to confuse the student rather than adding to his knowledge.

Another problem we had with the tests was the creation of a control group which was "matched". We had to go to other Systems which had people who could have been and were (in the opinion of some members of the Library Extension Division staff) a little more sophisticated in that they had more professional training and longer experience. In short, the control groups were not "matched" with the experimental group.

Pre and post tests are an excellent, scientific means of evaluating learning. If the the tests in the appendices are to be used, they should be pilot-tested again and given another item analysis.

Pre & Post Checklists

These did not work as well as had been anticipated. Some of the difficulty was in the construction of the instruments. They were too general in nature to really test the specific behavior changes back on the job. Also, they were to be administered by the same person both before and after the courses but due to scheduling difficulties and the real lack of time, this was not possible. Some of the checklists were mailed to the participants. This precludes the opportunity for interviewing which is extremely essential in the administration of the instruments to gain more evidence. But perhaps more importantly, such a technique gives the respondent the chance to put anything she wishes on the checklist without an opportunity for confirmation by the person administering the test. In short, it negates the instrument itself.

If well-designed and correctly administered, however, pre and post checklists based upon course objectives with specific criteria can be very effective evaluation tools.

Post-Meeting-Reaction-Sheets

This was one of the most easily administered instruments and one which provided a great deal of information. It was given to each student at the final session of the class and returned to the evaluator with the option of being signed or not. They were urged not to sign in order to provoke more "honest" comments. Students appeared to be "freer" on this instrument than the others. Such an instrument would be helpful to the course instructors if it were administered periodically throughout the course as well as at the end of the course.

Interviews

A number of actual face-to-face interviews plus telephone and correspondence interviews were conducted with course participants, Systems' Directors, Systems' Consultants, Library Extension Division staff members, leaders in the library field, librarians and extension specialists throughout the country as well as people presently conducting in-service or continuing education for libraries. Although this was one of the most time consuming tasks of the evaluation, it was also one of the most illuminating. Once the interviewee was relaxed and realized that there was a "trust" atmosphere, the information came very freely. Also, asking the question as an "outsider", there was a greater degree of freedom of expression. This was a very effective technique which contributed significantly to the final results and recommendations.

In summary, the evaluation instruments were reasonably successful and should be used in subsequent evaluations. The pre and post checklists and tests suffered because of some construction problems and mechanics of administration but this does not detract from their usefulness in future evaluations. The questionnaires were effective and the post meeting reaction sheets equally so. Bothof these should be utilized in the future along with the structured and unstructured interviews.

Objective #5

THE LIBRARY EXTENSION DIVISION STAFF MEMBERS PRESENTLY CONDUCTING COURSES AND PARTICIPATING IN THE EVALUATION WILL LEARN THE PROCESS OF EDUCATIONAL PROGRAM PLANNING.

In the process of developing the courses for evaluation and the instruments of evaluation themselves, the staff members involved became much more knowledgeable about the process (and difficulties) of planning educational experiences to accomplish training objectives.

For example, they became more familiar with the techniques of educational program development such as the process of establishing both general and specific objectives; selecting the appropriate content and methods to accomplish those objectives; and the necessity for continuous evaluation of a program which should commence at the beginning of a program and continue throughout. Perhaps of most importance was the awareness created of how much time, effort, and "expertise" go into the development of a sound educational program. More specifically, the instructors learned that too much content in such a short period of time only confuses the student. It is necessary to divide the content into smaller units while at the same time providing continuous opportunity for the adult participant to "participate".

Much more of this kind of training should be provided before a specialist in any subject matter is placed before a group of trainees in an attempt to teach them content.skills or attitudes in hopes of changing their behavior in some way. Competency in subject matter does not guarantee in any form an equal competency in being able to communicate this knowledge or, if you will, teach. Staff members of the Library Extension Division, as well as Systems' staff, need continuous training in training methods in order to be effective in the field.

It is emphasized, however, that an instructor will learn and change his or her behavior only if willing to do so with a realization that there is need for improvement. The instructors who taught the courses which were evaluated in this study were excellent examples of individuals who wanted to learn even though some had been teaching for a long period of time. It is concluded, therefore, that they learned and became more effective because of their sincere desire and motivation to become more competent.

Concluding Remarks

The study went far beyond the original objectives especially in regard to objective number one which relates to an evaluation of the entire organization, design and implementation of the Library Extension Division's training program. In fact, in the first Progress Report submitted approximately one year ago, before the study was really underway, the following statement was made:

"The first objective of gaining insight into the effectiveness of the training courses through a series of evaluation instruments which might be used in evaluating other courses and future training activities has been retained.

In addition it has been decided that information and reflections or other ingredients of the training process were, at least, as essential if not more so. In any event, at the present time it is conjectured that the Evaluation project will be expanded to include comment about such things as:

1. What should be the role of the Library Extension Division in training?
2. How are the needs of the people receiving the training analyzed? Are other groups of librarians in need of training?
3. What sort of training organization is necessary to accomplish the training?
4. What should be the relationship to the Systems?
5. Should Colleges and Universities become involved in the training? How?
6. What other techniques and methods might be used:

T. V.
Correspondence
Credit Courses
Package Courses

7. Is a Clearinghouse of materials necessary?

8. What are present and pressing new areas or needs for training?

9. Should the courses be organized differently?

10. What are some of the staff needs to accomplish successful training?

11. What costs are involved and what consequent priorities established?

12. Who would teach the courses? Is a Speaker's Bureau a possibility?"

It was at this point in the study that the major objective became an evaluation of the entire training function of the Library Extension Division. This shift in emphasis was prompted by the need to determine the direction and development of training in the Division.

Essentially, a major conclusion of the study is that: the Library Extension Division has entered the training field by the initiation of the series for the community librarians but that it must now extend this service to others in the field, including the professional librarians.

In order to do this, a training structure must be formally organized within the Library Extension Division as well as a State-wide organization which will take advantage of the Systems and their staffs. The Systems have developed to a point where they have to be brought into the State's training program in a formal way. One of the recommendations suggests a State-wide organization which will provide the formal means of cooperation, collaboration and communication. The data points out quite emphatically that the Systems feel "ready" for participation in the planning and implementation of the training program. Subsequent specific recommendations will give details of how this can be accomplished.

The Library Extension Division initiated a training program five years ago for a continuous and planned series of educational courses for community librarians to improve the service in small and rural areas. The enthusiastic acceptance of these courses, in spite of some of the difficulties they have had, provides eloquent testimony that the Library Extension Division moved to fulfill a felt need on the part of a group of librarians who had long felt "left out". The Library Extension Division is firmly committed to the training function. The Library Extension Division must now move into a more advanced stage. In short, the Library Extension Division is coming out of its infancy and reaching toward a more mature and sophisticated training program. The Library Extension Division must now look to new areas of content and groups other than the community librarian. It must continue, however, working with and training the rural librarians in collaboration with the Systems, while at the same time expanding to other groups including the continuing education of the professional librarian.

One final concluding remark concerning the future role of the Library Extension Division in training. The Division must be very cautious that it does not over extend itself or its staff in the carrying out of the training role. Rather than doing the actual training, the Library Extension Division's role should be more one of stimulating and coordinating training, utilizing the resources of many other agencies, including the Systems and Library Schools. The Library Extension Division, in other words, is continually working herself out of the training function. The Division has the primary role to analyze new training needs, and by cooperative effort, attempt to establish programs to meet those needs although not necessarily doing the actual training. In this way, the Library Extension Division can extend services in a more realistic way throughout New York State to accomplish stated training objectives.

The following recommendations are based upon an analysis of all the data provided in the results of the evaluation instruments and the independent judgment of the author based upon experience and background in the field of training. It is hoped that they will provide the guidelines and direction for a successful training program in the Library Extension Division.

MAJOR RECOMMENDATIONS

Major Recommendations
Briefly Stated

Although each one of the following recommendations will be written about in greater detail in the next section entitled Specific Recommendations, they are cited here as the most important and critical and as a summary of recommendations.

It is, therefore, recommended that the Library Extension Division of New York State:

--Continue and expand the training that is presently being done with the Community Librarians' Training Program and that it strengthen these course offerings by continuously evaluating the program.

--Enlarge the scope of its training program to include other groups, such as, trustees and professional librarians, and, in addition, that the subject matter or content offered to these groups be expanded beyond what presently exists.

--Define and continuously review the total training needs in New York State libraries and to establish priority of these needs realizing that these needs will continue to change and vary from System to System. A well-designed study should be designed to accomplish this objective.

--Draw upon the strength of the developing public library Systems, the library schools, university extension services and others in order to achieve a statewide training program to meet the training needs.

--Appoint a training director as soon as possible who would bear major responsibility for implementation of the recommendations in this report.

--Reorganize the present training structure of the Library Extension Division with clearer delineation of roles and responsibilities of personnel involved in training in order to better meet and accomplish the training and coordinating function.

--Assist in the creation of a regional structure for the development of training, including intersystem organization, a regional training director and an advisory committee serving the group of Systems concerned.

SPECIFIC RECOMMENDATIONS

Specific Recommendations

After finishing the writing, there appeared to be such an unexpected number of recommendations that a system of presentation was necessary. The following recommendations are arranged, therefore, into five categories in order to help the reader. Recommendations relating:

1. To the improvement of the Community Librarians' Training Course per se.
2. To the expansion of the training function and program by the Library Extension Division.
3. To the Systems' role in training.
4. To coordination with agencies other than the Systems in developing training programs.
5. To the development and structure of the training program in the Library Extension Division and the field.

Category I

Recommendations relating to the improvement of the Community Librarians' Training Courses per se.

1. THAT THE TRAINING PROGRAM AS PRESENTLY REFLECTED IN THE COMMUNITY LIBRARIANS' TRAINING COURSES BE STRENGTHENED AND EXPANDED.

   The response to the courses by the librarians throughout New York State as well as the reactions of the students who attended bears eloquent testimony that the courses should be continued. They should not, however, be carried on in the same way but rather modified and revised in accordance with the subsequent recommendations. Work should begin immediately upon the reconstruction of the entire curriculum. It is recommended, however, that the Systems be urged to do some of the basic training in these courses.

2. THAT THE COURSES BE REVISED ACCORDING TO THE PRINCIPLES OF GOOD EDUCATIONAL PLANNING.

   When the courses were first offered, they were created to meet a need which was quite apparent. A great deal of effort went into the courses and instructors worked diligently to create success. However, the courses have changed with the change of each instructor. It is strongly recommended, therefore, that the courses be revised from the very beginning by asking the question, "What are these courses supposed to do?" From there, developing very specific objectives, techniques to convey the content and a continuous means of evaluation. In short, an application of the principles of curriculum development. In accordance with the methods of Ralph Tyler and Jerome Brunner. (See Bibliography).

3. THAT AN INSTITUTE OR SEMINAR BE HELD TO TRAIN THE STAFF MEMBERS WHO ARE DOING THE TEACHING IN TRAINING METHODS.

In spite of the fact that the courses were considered to be successful by the participants, it was nonetheless quite evident that the training staff felt the need of training themselves in program development, teaching methods, and evaluation techniques. The staff was anxious to improve and evaluate themselves. It is common in the development of any training program to have present staff, or those who are available, do the teaching. This can be a great mistake because what makes a person successful as a specialist or technician is quite different from that which makes a good trainer. The knowledge, skills and techniques needed to be a good reference librarian, for example, differ markedly from being a good instructor of reference skills and knowledge. For this reason it was readily apparent that the present staff members had little training themselves in informal adult education before they were asked to do the "training". This suggests the need for a "training of the trainers" on a continuing basis constantly upgrading skills and knowledge by means of a staff training program. If this holds true for the Library Extension Division staff members it can be doubled in strength for all the Systems' Consultants. If the Systems' Consultants are going to be involved in the training program, they too should be considered for training in teaching techniques and program development. It seems that there is a tendency on the part of the Systems' Consultants to "wait for the State to do it--and then be critical of the results". This last statement is, of course, based only upon some observations gained while visiting. It is essential, therefore, for any person to have the skills and tools with which to work before setting about to revise any program. Although it may appear to be one of the "easiest" tasks in the world, setting up and implementing a good educational program is quite difficult. Consequently, before the staff, and any others involved, begin to revise the courses, they should be well-grounded in the "why" and "how" of educational programming. This seminar should also carry over into methods and techniques of teaching and finish with the process of evaluation. The Seminar should be conducted by someone who is knowledgeable in educational programming and, if possible, experience in or with libraries. Three days could be sufficient as a beginning with continuous follow-up by the training director.

4. THAT THE COURSES, WORKSHOPS, SEMINARS, ETC. BE PLANNED SO THAT THERE IS SOME SEQUENTIAL PROGRESSION IN THE PROGRAM.

As it is now, the student goes from course to course without any order or direction. There is a lack of logical ordering in the course structure. According to the laws of learning, people learn better when they progress from the general to the specific, easier to the more difficult, or in other words, on the basis of some logical sequence. So, in the revision of the courses and development of the entire program, attention should be given to course sequences on the basis of some logical ordering. Indeed, pre-requisites could be used. For example, students would have to be knowledgeable of Children's Literature before taking Storytelling, Selection Tools before Literature of the Sciences.

5. THAT THE COURSES BE REORGANIZED ON A MORE FUNCTIONAL BASIS.

The courses as they are presently set up do not seem to fit the needs of the group to which they are directed. Courses in Reference, Adult Services, Young People's Services and Children's Services do not serve the needs of the community librarians. This is the stereotyped pattern of courses which the typical library school might offer. They are not functional. Consequently, it appears that a different arrangement of course content with a subsequent breakdown into more specific areas of knowledge based upon a more functional sequence would be more appropriate for the community librarians than the current courses being offered. Rather than having courses with such broad scope and general titles as Children's Literature, Adult Services, etc., that consideration be given to developing a curriculum around more specific and functional content areas. For example, there could be a series of survey type courses, such as:

Book Selection
Reference
Reading Guidance
Library Management Principles
Library Housekeeping
Data Processing
Public Relations
Community Relations
Book Censorship
Work Simplification
Financial Management
Library in Society
Human Relations
Training Trustees
Current Trends in Librarianship

Then these could be followed up by the specific, in-depth discussion of courses, such as:

Selecting Children's Books
Selecting Adult Books
Selecting Young Adult Books
Selecting Reference Books

These could be broken down into even finer topics such as:

Selecting Children's Fiction Books
Selecting Children's Picture Books
Selecting Children's Non-Fiction Books, etc.

And still further...

Selecting Children's Science Books
Selecting Children's Animal Stories

In short, this is a recommendation to reorganize the courses to fit the "needs" of the people being served, not as the typical Library School might do. It is recommended, however, that no move in this direction be made until an overall study regarding state-wide training needs has been conducted and the Systems involved in the planning.

Finally, it is strongly recommended that a general survey course be designed for the community librarian who typically works in a "one-man" library. This course would include a session on each of the topics stated above such as, library organization, library housekeeping, public relations, trustee relations, book selection, reference, etc. The course would have 10-15 sessions meeting once every other week for a 3 hour session. Survey courses in each one of the specific areas could then be conducted following the basic course. The course would be called "Small Library Administration". Consideration could be given to this course being the pre-requisite to all other courses for librarians from libraries with a population of 5,000 or less. The purpose of this course would be to integrate much of what is now given in a non-sequential, sporadic manner and serve as a base for subsequent courses. Again, this would be a more functional means of meeting the needs of the community librarians rather than attempting to give them a professional library curriculum.

6. THAT THE COURSES AND OTHER FUTURE PROGRAMS BE MADE MORE ACCESSIBLE.

Without doubt, the move on the part of the Library Extension Division to offer the courses in various centers was a good one. The principle of accessibility is a sound one; consequently, it is recommended that this concept be expanded. Specifically, the courses should be offered so that all people interested in taking them would be able to do so. This can be done in either one of two ways, but usually a combination of the two. Either the courses can be offered more frequently in more locations which makes them more accessible, geographically, or they can be made more accessible by means of different methods, i.e., correspondence, traveling workshops, packaged programs, etc.

7. THAT A FOLLOW-UP TO TRAINING BE CONDUCTED BY THE SPONSORING AGENCY OR TRAINING INSTRUCTOR.

In order to continue the learning experience it is usually a good idea to give the student some kind of project which he or she must return to the instructor. This is done in some of the courses now. This should be a working project applying the principles which were taught in the course. For example, a course in book selection could be followed by a System conducting skill sessions on how to utilize the selection tools. Or, the training instructor could ask for a list of present tools in the library and then visit the library in another year to view the changes. Still another example, could be having the student evaluate a neighboring library of similar size; or exchange-student ideas.

8. THAT A PROGRAM OF CONTINUOUS EVALUATION BE INCORPORATED INTO BOTH THE INDIVIDUAL EDUCATIONAL EXPERIENCES, SUCH AS THE COURSES, WORKSHOPS, ETC., AND THE ENTIRE EDUCATIONAL PROGRAM.

The only way in which a program will improve and keep attuned to the needs of the people it is serving, is through constant "feedback" or what is commonly called evaluation. This has to be planned for, however, throughout the entire educational process. It will not occur, however, unless it is planned as an integral part of the program. This is strongly recommended even though evaluation is always time-consuming and difficult as well as being sometimes threatening.

9. THAT MATERIALS BE USED IN THE COURSES, BUT THAT THEY BE UTILIZED IN THE COURSE AND NOT BECOME JUST A "PASS-OUT". ALSO, THAT THEY NOT BE TOO GREAT IN NUMBER.

Often times instructors will attempt to use "pass-outs" to cover material which cannot be referred to in the class or workshop sessions. Invariably, the materials become too numerous and the student does not need them or becomes confused. It is more useful to keep the materials limited, possibly send them out beforehand, and have some as follow-up to the course; but at all times, the material must be associated with the course and become a meaningful part of it.

10. THAT THE METHODS USED IN THE LIBRARY EXTENSION DIVISION EDUCATIONAL PROGRAM BE VARIED TO FIT THE NEEDS AND INTERESTS OF THE VARIOUS AUDIENCES.

A number of different methods should be used by Library Extension Division in addition to the more or less formal course structure which is presently being used. Some of the more useful methods which could be recommended are: (An asterisk indicates the methods particularly suited to the Community Librarians' Program).

*1. Correspondence Courses-Either those of various colleges and universities around the country could be utilized or the Library Extension Division could develop some of its own. (For example, Loyola University and the University of Chicago).

*2. Directed Study-This is what I refer to as the "dog-bone" approach to education. In essence, a combination of group meeting and correspondence study. (For example, the University of Wisconsin).

3. Workshops and Institutes-These can vary all the way from 1-5 days, week-end, alternating weeks, every Saturday for a month, etc.

4. Seminars-These can be conducted for the same periods of time as Workshops and Institutes but differ in that they are usually limited in the number of people attending and concentrate on very specific subject matter using the seminar or discussion technique.

*5. Package Programs-Here the Library Extension Division would devise a program, complete with objectives, methods, content, material, recommended agenda, speakers, etc., which would, in turn, be given or sold to a System or individual library so that they could conduct the program.

6. Programmed Instruction-This technique of developing learning materials has not been fully utilized in the library field. It is an expensive method but should be investigated as to whether or not materials might not already exist which could be utilized. There are agencies which will do this for almost any type of content you wish to teach. A central clearinghouse exists in New York City.

7. Television-Although this is not the "Messiah" for education it is nonetheless a medium which can reach a large audience of people. For that reason, it could be useful to reach the "hinterlands" of New York State. It could be tied in with correspondence study either for credit or non-credit courses. Could also use it in much the same way as radio commentators conduct interview programs. For example, someone speaks about Science Books and selection sources for an hour which is followed by questions from the listening audience.

*8. Audio-Visual-This field is virtually untapped as an aid to good learning. For example, a filmstrip or slides could be developed on any subject, such as, Picture Book Hours, tied in with a tape which would provide the audio. This could, indeed, become a package program itself which could be shipped to the Systems and individual libraries.

9. Cooperative Education-This is the concept of a Work-Study Program. A person could attend a series of lectures or group sessions which could be followed by an on-the-job experience under the guidance of a trained person. This

could be done on an alternating basis, that is, one week group discussion and the next week reporting to a library for on-the-job training.

*10. Traveling Institutes-This is the technique of taking a well-known individual or small group of people who know their subject matter well and putting them "on-the-road" for a week or so conducting a series of one-day seminars or institutes. They can be very effective because they provide continuity of instructor and content.

*11. Dial Access System in Education- Practically speaking, this is education or teaching by telephone. Dial a number and through your telephone or television receiver you can get a lecture or see a film. This could be in each library or a regional library. Combine it with independent study materials (programmed learning, etc.) and it becomes a useful, out-of-classroom educational device. (Further information can be secured from the Articulated Instructional Media Program, University of Wisconsin.)

II. THAT THE TECHNIQUES EMPLOYED WITHIN THE EDUCATIONAL ACTIVITY BE VARIED AND SUITED TO THE CONTENT.

The courses relied too heavily on the lecture technique of conveying knowledge. This technique is not the most effective, especially for adults. Consequently, it is recommended that instructors employ a variety of techniques which contribute to maximum participation on the part of the student. The techniques of group discussion, role-playing, buzz-sessions, small group workshops, and the like, although much maligned, are still very successful. Other recommendations would be the use of the case-study approach, on-the-job problem assignments, and drill and practice are techniques useful to certain content.

Finally, the use of audio-visual equipment such as the Overhead Projector, Rear View Projector, T. V., filmstrips, slides, tapes and combinations of these can be very effective. The one caution expressed here is that these audio-visual techniques are only vehicles to carry the content. They are not ends in themselves.

Category II

Recommendations relating to the expansion of the training function and program by the Library Extension Division.

1. THAT THE ROLE OF LIBRARY EXTENSION DIVISION IN TRAINING BE DEFINED AND CLARIFIED.

   On the basis of observation and the data gained, it would appear that the Library Extension Division is in the beginning stages of developing its role in training. It really has no choice but to expand to meet the exploding demands of the various publics. The Systems are not ready to assume the major responsibility for training; consequently, the Library Extension Division must continue the job. Thus, the role of the Library Extension Division is actually changing in that a major part of its efforts will be directed toward the training functions, especially in this increasing decade of educational emphasis. Perhaps the major role that the Library Extension Division should play in this training function is to see that the training is accomplished but not necessarily by Library Extension Division but by other agencies. A further dimension of this role would be the initiation of innovating educational programs which could then be passed along to the Systems.

2. THAT THE TRAINING FUNCTION OF LIBRARY EXTENSION DIVISION BE EXPANDED TO GO BEYOND THE COMMUNITY LIBRARIANS' COURSES TO INCLUDE OTHER GROUPS AND SUBJECT AREAS NOT NOW BEING MET BY OTHER AGENCIES.

   The Library Extension Division is placing a great deal of attention on the community librarian which is a very worthwhile objective. However, there are training needs on the part of the professional librarians, trustees, library administrators, and Systems personnel which have not been touched. Such subject matter areas as management development and supervisory training remained virtually unknowns.

3. THAT A PROGRAM OF CONTINUING EDUCATION FOR LIBRARIANSHIP BE ESTABLISHED AS A PERMANENT, ON-GOING AND INTEGRAL PART OF THE LIBRARY EXTENSION DIVISION.

   This would call for the establishment of an educational program based upon the needs of the various groups which the Library Extension Division can best serve. It would be publicized as the program of workshops, institutes, seminars, courses, etc., to update and improve library service in New York State. This would not be in competition with the established Library Schools but rather a supplement. Indeed, a major objective of the Library Extension Division in training would be to encourage other agencies to conduct continuing educational programs.

4. THAT THE LIBRARY EXTENSION DIVISION PLAN A TRAINING PROGRAM ON A YEARLY SCHEDULE WHICH WOULD BE ANNOUNCED TO ALL LIBRARIES AND LIBRARIANS AND THAT UNSCHEDULED WORKSHOPS AND INSTITUTES, ETC. BE ADDED AS THE NEED ARISES.

A schedule of the educational activities on a yearly basis would be extremely helpful to administration, librarians and others who would be interested in taking the course, workshops, seminars or what have you. This schedule would include courses, workshops, institutes, forums, everything that the Library Extension Division offered in the way of training activities. The schedule should also include offerings by other agencies. This schedule would not, however, prevent special workshops and institutes from being created to meet special and immediate needs.

5. THAT THE PUBLICITY OF THE EDUCATIONAL PROGRAM BE ONE THAT WILL BRING THE INFORMATION TO ALL INTERESTED PEOPLE IN A PROFESSIONAL MANNER.

One of the first things to do in carrying out this recommendation is the publication of a simple catalog of all of the Library Extension Division educational services. This catalog is not to be confused with the schedule of events. The catalog is a descriptive document of the courses, workshops, etc. as well as a description of other services, newsletters, clearinghouse, etc. It would, of course, be quite small in the beginning stages of the program. Also, the educational events should be publicized with brochures and other pieces which are done in a professional manner.

6. THAT CONSIDERATION BE GIVEN TO THE PUBLICATION OF A PERIODICAL KNOWN AS "LIBRARY TRUSTEE".

This could be a small, easy reading, Reader's Digest type magazine directed toward the trustees. The contributors could also be trustees as well as others, of course. In addition, summaries of important articles from other sources could be included. A similar magazine could be developed for volunteers in the library or librarians in communities serving populations of 5,000 or less.

7. THAT THE EDUCATIONAL ACTIVITIES OF THE LIBRARY EXTENSION DIVISION, NAMELY, COURSES, WORKSHOPS SEMINARS, ETC. CONTINUE TO BE OFFERED ON A ROTATING BASIS.

Every System could not use the same course each year, it is suggested, therefore, that the courses should be rotated say once every 1 or 2 years in a System. Also, the courses or other educational activities could be rotated on the schedule. For example, a trustee's institute could be offered every other year.

8. THAT CONSIDERATION BE GIVEN TO OFFERING A COURSE IN A VARIETY OF WAYS TO APPEAL TO THE VARIOUS AUDIENCES.

Some people find it impossible to get away from the library for any extended period of time, so a course at the University for 16 weeks may not be appropriate. For example, a course in Book Selection, in order to be available to as many people as possible, could be offered in a variety of ways such as, the Directed-Study approach, correspondence, Programmed Instruction, series of Workshops, or an 8 week course held on Saturday mornings.

9. THAT REWARDS TO THE STUDENTS IN THE FORM OF CERTIFICATES AND THE LIKE BE LIMITED TO THOSE PEOPLE WHO FINISH A RATHER LENGTHY SERIES OF COURSES OR EDUCATION EXPERIENCES.

The Library Extension Division should not allow itself to get into the never-ending chain reaction of offering a certificate for every one-day seminar or three-day institute that is conducted. This can get to be a useless chore and detracts from the significance of the certificates if and when they are to be used for an occasion of greater moment than a one-day seminar. The present citation for completion of the community librarian courses seem to be appropriate.

10. THAT A TRAINING MANUAL BE CONSTRUCTED FOR USE BY THE LIBRARY EXTENSION DIVISION AND SYSTEMS' STAFF PEOPLE INVOLVED IN THE TRAINING FUNCTION.

    This would be an instructional workbook describing procedures and methods for setting up and conducting training programs. It would include resources available to training personnel as well as the techniques and tools needed for a good training program.

11. THAT THE PEOPLE TEACHING AND PARTICIPATING IN THE EDUCATIONAL ACTIVITIES OF THE LIBRARY EXTENSION DIVISION AND THE SYSTEMS NOT BE CONFINED TO PEOPLE "IN THE FIELD".

    Librarians speak too often to librarians. There is a strong need to invite others in from other disciplines, management, psychology, sociology, etc.to bring their views and knowledge to the library field. In addition to eliminating the "in-breeding" that has gone on in the library field, such a procedure has the effect of letting other professions know the problems of the library field.

12. THAT THE LIBRARY EXTENSION DIVISION UTILIZE THE TRAINING TECHNIQUES OF INFORMAL, CONTINUING EDUCATION RATHER THAN THOSE OF THE FORMAL, ACADEMIC ENVIRONMENT.

    This is not to deprecate the efforts of the Library Schools but only to point out that on the basis of observation it appears that most library schools have not concerned themselves with Continuing Education for librarianship. The audiences in the Library Extension Division training activities are not the more or less traditional college student found in the library schools. For this reason, the Library Extension Division must be very cautious that it does not attempt to emulate the library schools but rather that it draws upon the resources of these schools to accomplish the unique educational program of the Library Extension Division. In this way, the Library Extension Division could have a salutory effect upon current library school practice.

13. THAT A MANAGEMENT CURRICULUM BE ESTABLISHED FOR THE FIELD.

    It is quite apparent that there is a growing need for more management education in the library field. This curriculum should be composed of such content areas as: Personnel, Wage and Salary Administration, Financial Management, Data Processing, Decision-Making, Communications, and the usual functions of management, planning, directing, controlling, staffing, organizing and coordinating. The use of business games and simulated techniques could be incorporated for upper management people in the library. A course utilizing these should be offered in collaboration with a college or university, and be directed toward medium sized libraries serving a population of 10,000 or more and to the central libraries.

14. THAT THE LIBRARY EXTENSION DIVISION HAVE AS ONE OF ITS OBJECTIVES THE TRAINING OF PERSONNEL IN LIBRARIES AT ALL LEVELS.

It is evident in any training program that in order to be successful, the training must extend throughout the organization. For maximum impact, the top-level management must be trained as well as the newest clerk. In short, the decision-makers must also be reached. . . and trained.

15. THAT AN ADVANCED MANAGEMENT SEMINAR BE ESTABLISHED ON AN EXECUTIVE DEVELOPMENT LEVEL FOR THE DIRECTORS OF LARGE LIBRARIES.

This would be a high level, executive development program on an invitational basis. It would be the "Prestige Seminar" to which participants would be invited. Top management people such as Chris Argyris, of Yale University, and Peter Drucker, author of "The Practice of Management", would be the instructors. This could be developed with some of the forward looking library schools which could eventually take over the program.

16. THAT THE LIBRARY EXTENSION DIVISION URGE THE LIBRARY SCHOOLS TO INITIATE A SERIES OF STATE-OF-THE-ART COURSES FOR PROFESSIONAL LIBRARIANS.

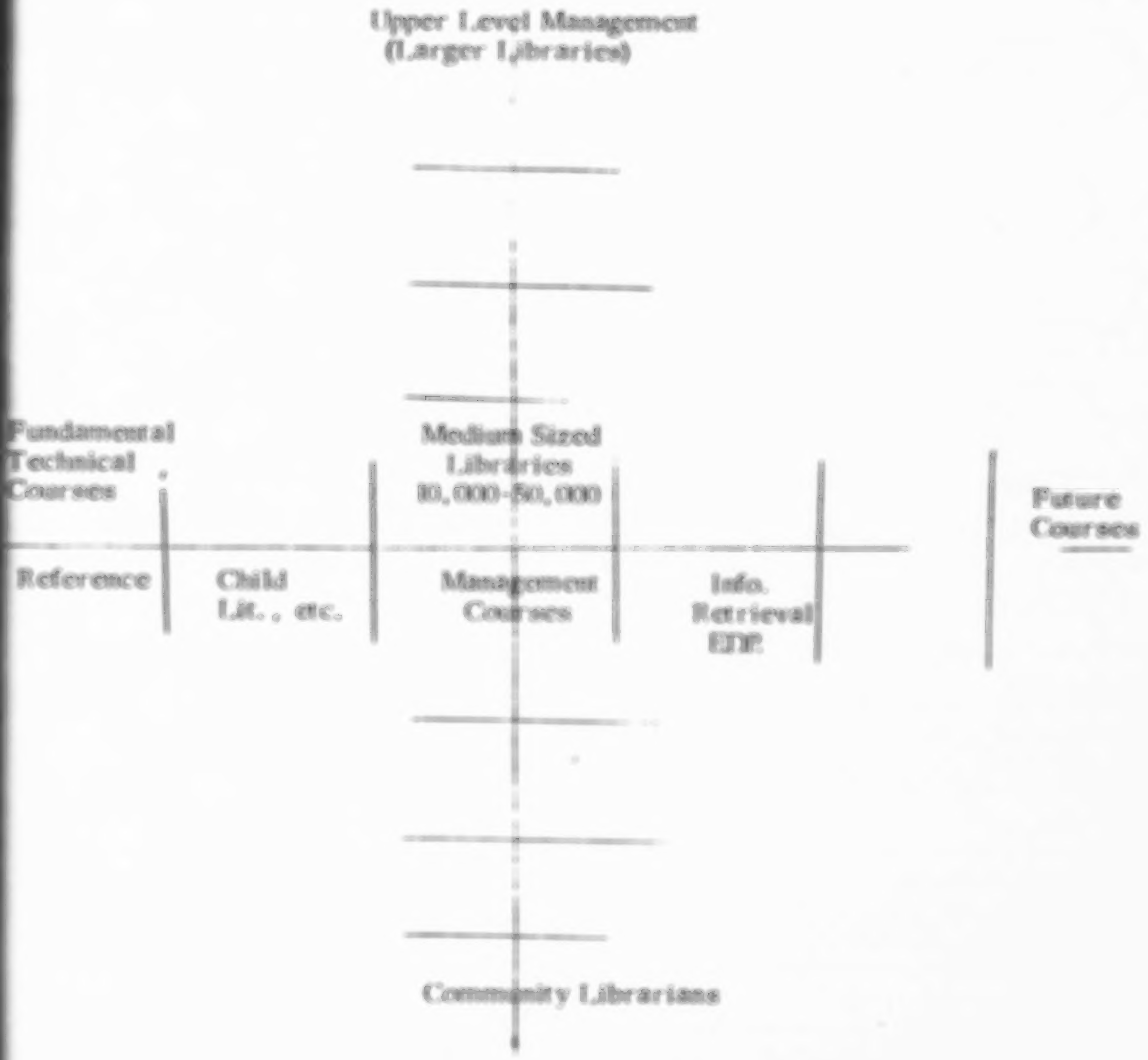
The library schools do not seem to be doing this job; consequently, the Library Extension Division could initiate the action. I am sure that eventually library schools will recognize the need and respond--this process may be hastened by the Library Extension Division's involvement. These courses or seminars and workshops would concentrate on what is "new" in the field in an attempt to keep the librarians constantly up to date.

17. THAT THE LIBRARY EXTENSION DIVISION BE VERY CONSCIOUS OF THE TREND IN LIBARIANSHIP FROM TECHNICIAN TO MANAGER.

As a librarian comes out of college, newly trained in her professional competency, she usually begins to work to move toward a goal of administration which will not require her technical knowledge, i. e., Library Science but rather new management skills. In order for a person to be promoted or "work up the ladder" he or she must go into administration. It is possible that librarians could disappear through incompetence by never renewing their skills or, indeed, by simply not using library skills. The Library Extension Division must recognize this trend and plan for it in its training program. It may be useful here to think about a revolution in Library Education--training administrators of libraries as well as librarians. Thus, each library would have an administrator and a professional practicing librarian. Hospitals and universities have established such an administrative arrangement--perhaps libraries could have a similar organizational structure.

18. THAT THE ROLE OF TRAINING IN MANAGEMENT BY THE LIBRARY EXTENSION DIVISION BE EXPANDED BOTH HORIZONTALLY AND VERTICALLY.

In essence, this means expanding on two dimensions, the levels of management and the subject areas covered. At the present time a great deal of effort is being expended on the non-professional, small library with an emphasis on the "bread and butter" courses. It is contended that many other groups and far-reaching subject matters are being left out. For example, a rough chart could look like the following:


Upper Level Management
(Larger Libraries)
Fundamental Technical Courses
Medium Sized Libraries 10,000-50,000
Future Courses
Reference
Child Lit., etc.
Management Courses
Info. Retrieval EDP
Community Librarians

The choices made from this chart would be based upon a thorough "needs analysis" of training as expressed elsewhere as a specific recommendation. Also, it is again emphasized that other agencies should be involved in meeting these total needs.

Category III

Recommendations relating to the Systems' role in training.

1. THAT CONSIDERATION BE GIVEN TO THE SYSTEMS' EVENTUALLY TAKING OVER THE TRAINING OF THE COMMUNITY LIBRARIANS IN ADDITION TO OTHER TRAINING WHICH HAD BEEN INITIATED BY THE LIBRARY EXTENSION DIVISION.

   This would have to be done in a gradual manner and starting with the more elementary courses. As yet, the Systems are not ready to take over very much because they are not staffed nor skilled in sufficient depth to do the training. However, after they have had the chance to participate in the planning of the Library Extension Division's educational program (which will be recommended subsequently) they will be in a better position to do so. There will, of course, be exceptions and some Systems will be ready to move sooner than others into specialized courses. This should be encouraged. But it is emphasized again that the Systems are not ready at this time to assume the major responsibility for training. The Library Extension Division must play this role until the Systems are in a position to assume the major responsibility. Thus, the role of the Division is to initiate training programs in collaboration with the Systems with the view that the Systems could take over the programs as soon as feasible.

2. THAT THE NEED FOR SKILL TRAINING IN SPECIFIC SUBJECTS AS UNDERSTANDING THE DEWEY DECIMAL SYSTEM AND OTHER SUCH SKILL SUBJECTS BE CONDUCTED BY THE SYSTEMS.

   In the short time available to the Library Extension Division staff, the instructor cannot become involved in the skill training of such subjects. Also, it is much more effectively taught on-the-job in a problem-oriented setting. It is possible that subjects such as these could be quite easily put into a Programmed Learning Text, Package Program or combination Tape and Filmstrip along with reading materials.

3. THAT THERE BE AN EXCHANGE OF INSTRUCTORS ON BOTH THE LIBRARY EXTENSION DIVISION AND SYSTEMS LEVEL.

   It is very important that instructors have an idea what others are doing. One of the ways of accomplishing this is to exchange faculty. For example, a Storyteller could go to one System in exchange for a Reference person. Also, it is important to get the training staff together on the Systems level as well as the Library Extension Division to exchange ideas and experiences. In short, there should be constant interchange of personnel and ideas in training.

4. THAT GRANTS BE GIVEN TO SYSTEMS AS A MEANS OF ENCOURAGING THEM TO BEGIN THEIR OWN TRAINING PROGRAMS.

   Money grants could be given to Systems in order to stimulate them into doing some of their own training. These could be administered by the training director of the Library Extension Division (to be recommended subsequently) who would act, favorably or unfavorably, on proposals submitted from the Systems. In addition, the Systems could submit a proposal in collaboration with another agency, for example, a local community college or library school. In fact, inter-System cooperation could be encouraged by asking for proposals covering 2 or 3 Systems.

5. THAT MORE THAN ONE PERSON FROM A LIBRARY BE ENCOURAGED TO ATTEND AN EDUCATIONAL ACTIVITY.

   It has been proven quite conclusively in the research of adult education that for the best results "back on the job" that is, the incorporation of change, it is better to have 2 or 3 people from the same library. This is known as an "enclave" or small groups. Thus, when this group returns they can encourage each other in the use and application of what they have learned from the educational experience.

6. THAT A SEMINAR OR INSTITUTE BE OFFERED TO THE SYSTEMS' CONSULTANTS DISCUSSING THE "ROLE OF THE SYSTEMS' CONSULTANT".

   This is a very specific recommendation based upon the observation that the Consultants appear to be quite vague about what their actual role is, much less how to carry it out. Such an institute could be offered immediately and followed up with a series of other institutes to keep the Consultants "refreshed" and up to date regarding their specialties and current trends. This could be a 1-3 day institute with a continuing once a year session for the benefit of new Consultants.

Category IV

Recommendations relative to coordination with agencies other than the Systems in developing training programs.

1. THAT THE SYSTEMS AND THE LIBRARY EXTENSION DIVISION BE ENCOURAGED TO WORK WITH OTHER EDUCATION AGENCIES.

   A number of agencies are engaged in continuing education for librarianship which could prove to be very helpful in the training efforts of the Library Extension Division. At the present time there appears to be too little association, let alone affiliation, with such agencies. This has a tendency to cast the Library Extension Division afloat in a vacuum of educational training. Such isolation can cause a training program to stagnate. More important that this, however, is the fact that these other agencies have resources which could be of great benefit to the Division's training program. It is apparent that the Library Extension Division in its training function could benefit greatly from an affiliation with other educational agencies, namely, universities, library schools, and university extension services.

   Library schools, community colleges, university and college extension divisions can offer resources and personnel for carrying on an effective training program. It would be reasonable, therefore, to encourage the cooperation of these agencies with the Systems and the Library Extension Division. Indeed, it could be more effective if an affiliation on a formal basis could be initiated.

2. THAT A DEFINITE EFFORT BE MADE TO AFFILIATE WITH A COLLEGE OR UNIVERSITY WHICH WOULD OFFER COURSES TO PROFESSIONALS AND NON-PROFESSIONALS ON A CREDIT AND NON-CREDIT BASIS.

   One of the difficulties here, of course, is the fact that many colleges do not wish to offer credit to students working toward a degree on a part-time basis. This attitude is breaking down, however, as the demands for such education become greater. Such credit work will usually be offered through the extension division of large state universities. Perhaps the State University of New York could serve a function in fulfilling this need. In addition, a non-credit program similar to that given by the University of New Hampshire during the summer months could be offered by the Division and the Systems.

3. THAT THE LIBRARY EXTENSION DIVISION INCREASE THE NUMBER OF SPONSORED WORKSHOPS WITH COLLEGES AND UNIVERSITIES.

   These programs can be very effective if they are structured properly and the Library Extension Division emphasizes its role and control by delineating very specifically what it is they want the college to do, i.e., objectives. A cautious note should be emphasized here, namely, that the library schools are having difficulty in getting qualified faculty. Also, the pressure on present faculties may preclude much involvement in such extension activities. In addition, in some library schools, the present faculties appear to be lacking in public library background.

4. THAT THE LIBRARY EXTENSION DIVISION, AND MORE SPECIFICALLY, THE TRAINING DIRECTOR INVESTIGATE HOW THE TRAINING (AND RESEARCH?) FUNCTION CAN BE RELATED TO FEDERAL LEGISLATION.

   With LSCA, the Elementary and Secondary School Act, the Economic Opportunity Act and the Higher Education Act, there are many library applications in all of these, and thereby, implications for training. Anything which has to do with research has application to libraries. For example, could title I and III of the Higher Education Act be united in any way? This would take a little time to study but would more than pay for the time invested. At this time, the Higher Education Act appears to be the major federal legislation with training opportunities.

5. THAT THE LIBRARY EXTENSION DIVISION SHOULD GIVE CONSIDERATION TO THE POSSIBILITY OF GETTING NEARBY STATES TOGETHER TO COOPERATE IN THE TRAINING FUNCTIONS.

   With the broad experience that the Library Extension Division of New York now has, and if the recommended structure could be incorporated, then it may be useful to consider bringing states together such as Vermont, Connecticut, Massachusetts, New York, New Hampshire, and Rhode Island into a Northeast Library Conference which could be geared specifically to the Continuing Education of Librarians. Perhaps other problems would occur which a sharing of ideas between states could help.

6. THAT THE LIBRARY EXTENSION DIVISION AND SYSTEMS UNDERWRITE COURSES AT LIBRARY SCHOOLS AND OTHER SCHOOLS FOR THE CONTINUING EDUCATION OF THE SYSTEMS' CONSULTANTS.

This is recommended because the Systems' Consultants as a group appear to be more vague about their roles, and therefore, more insecure than any other group in the field. These courses and the recommended Conference on "The Role of the Systems' Consultant" could do a great deal for these people and library service. The Higher Education Act could possibly be the source of financing.

Category V

Recommendations relating to the development and structure of the training program in the Library Extension Division and the field.

1. THAT A POSITION OF TRAINING DIRECTOR BE ESTABLISHED IN THE LIBRARY EXTENSION DIVISION.

   It is evident that there is not at present a well-defined organizational structure for the training function in the Library Extension Division which, as has been stated, will continue to grow as the clientele continue to make their demands felt for more training. The present person responsible for training in the Library Extension Division appears to have such a multi-faceted job that she can give but little real attention to this important function. This is not stated in a critical sense but only to suggest that there is a need for a person to devote full time and energy to the training function. Only in this way will it receive the attention it properly needs in order to respond to the pressures of the various publics the Library Extension Division is asked to serve.

   In order for many of the other recommendations to come into fruition, it is imperative that a person be placed in charge of the training function as his sole responsibility. This person should report directly to the Director of the Library Extension Division. His major responsibility would include the implementation of recommendations in this report and he would serve as the coordinator and consultant in training both externally and internally. Specifically, he would be constantly analyzing needs and stimulating programs to satisfy these needs; seeking out new programs to promote better training and, therefore, better library service; and establish a continuing evaluation of the program itself. In addition, he would have the major responsibility for clarifying and defining the role of the Library Extension Division in training.

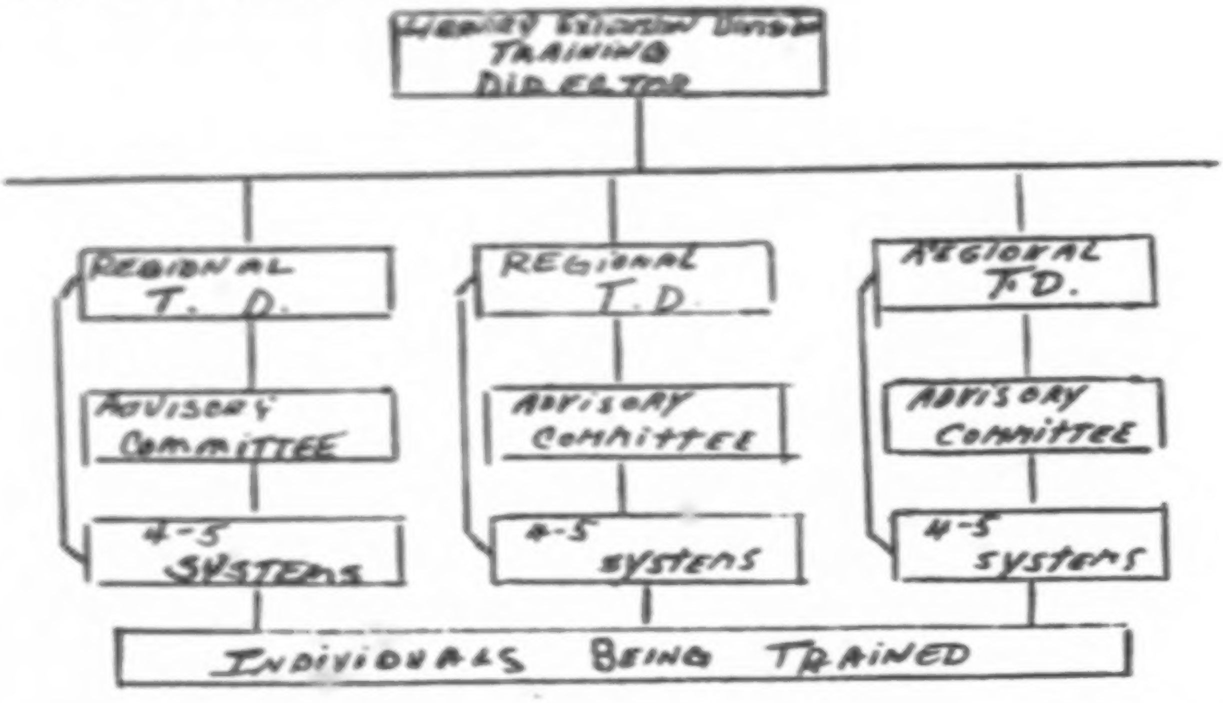
   This would be a staff position and should be filled by a person who has experience and/or abilities in training procedures and methods. It is emphasized, however, that although this position is a staff position, it is imperative that the training director have functional authority. He must have the authority to make the determination and decisions concerning all training activities in the Division with, of course, the full support of the Director of the Division.

Securing a person to fill this position will be a major difficulty, but there are people who are currently in this field of Continuing Education for Librarianship at the University of Wisconsin and Loyola University, Chicago, and others. The Library Extension Division of the American Library Association might help. Another possibility would be to train a librarian in the methods and procedures of training. The American Society for Training and Development could be helpful here. With the current shortage of librarians it is recommended that the most expeditious means of getting such a person would be to train someone presently on the staff of the Library Extension Division. (See Appendix for Job Description).

2. THAT A STRUCTURE BE CREATED IMMEDIATELY WHICH WOULD UNITE THE LIBRARY EXTENSION DIVISION AND THE SYSTEMS' TOGETHER IN SERVING THE TRAINING NEEDS OF NEW YORK STATE LIBRARIANS.

It is evident that there is a strong need for closer communications and collaboration with the Systems in the establishment and creation of a training program in the Library Extension Division. In the final analysis the training which is done by the Library Extension Division is for the Systems or individual librarians within the System. It would seem reasonable, therefore, that the people being served--students, if you will--should have the opportunity to participate in the construction of the program. Again, another firm principle of education is the fact that the people being taught should be included in the planning of the programs needs and objectives.

It is imperative, therefore, that some kind of structure be established which would assure continuing articulation between the Systems and the Library Extension Division in the performance of the training function. The following is a suggested structure which could serve that purpose.


LIBRARY EXTENSION DIVISION
TRAINING
DIRECTOR
REGIONAL
T. D.
ADVISORY
COMMITTEE
4-5
SYSTEMS
REGIONAL
T.D.
ADVISORY
COMMITTEE
4-5
SYSTEMS
REGIONAL
T.D.
ADVISORY
COMMITTEE
4-5
SYSTEMS
INDIVIDUALS BEING TRAINED

1. Divide the State into 3-4 regions with a Regional Training Director for each.

2. The Regional Training Director could be affiliated with a library school or university extension division. This would be realistic in terms of getting qualified personnel. It may be more flexible, however, to affiliate with the extension division. In any event, a university should be selected for each geographical region. These could become known as University Centers.

3. The Regional Training Director would be made possible by a grant of say $25,000 to each of the 3 or 4 Systems to hire a Director and supporting personnel. Perhaps one region could be set up as an experiment under LSCA.

4. The Regional Training Director would continuously survey, evaluate and set up programs for the Systems under his direction.

5. Each region would have an Advisory Committee to assist in needs analysis and maintaining good communications.

6. The Regional Training Directors would be the Advisory Committee for the Library Extension Division. This Committee would meet 3 times a year. (An alternative here would be to have a committee of 5-7 members, chosen for 3 years, on a rotating basis. The members of this Committee would be chosen from the various Systems because of their knowledge of Systems and the training needs of personnel. This alternative would be a faster way of moving but would not be as effective as the Committee of Regional Training Directors).

3. THAT THE ROLE OF THE SPECIALIST ON THE LIBRARY EXTENSION DIVISION STAFF BE CLARIFIED AND DEFINED.

It is apparent that the Specialist is not quite sure of her own role. What percentage of time should she give to training and to her other functions? Can she function as a Systems' Consultant as well as a trainer? It seems that this person is in a line position and is primarily an administrator-coordinator. More specifically, I would see her as stimulating conferences and institutes throughout the Systems, doing some teaching (but this would not be her major role), perhaps teaching the Systems' Consultants to teach, issuing periodic Newsletters in her specialty, working with the training director in setting up the training program especially in her area and doing some of the writing of materials for the clearinghouse. A standing Committee on Training could be formed in the Library Extension Division composed of the Specialists, with revolving Generalists and headed by the Training Director. This Committee would meet with the Regional Advisory Committee 3 times per year, but would, of course, meet more frequently in the Library Extension Division. This role should be determined by the new training director and the forthcoming Lowell Martin study.

4. THAT A CLEARINGHOUSE FOR CURRICULUM MATERIALS BE ESTABLISHED IN THE LIBRARY EXTENSION DIVISION.

   The present era has seen an explosion ot educational programming for adults in all professions. Many organizations have set up programs to keep their personnel up-to-date. This clearinghouse will have the responsibility of providing information of a variety of curriculum materials both in and out of the library field and have this information available to all groups planning such programs. Where curriculum materials do not exist, arrangements should be made for their preparation and distribution. A monthly Clearinghouse Newsletter will keep the field posted on the new additions and developments.

5. THAT A SPEAKER'S BUREAU BE ESTABLISHED IN THE LIBRARY EXTENSION DIVISION.

   In actuality, this is another form of clearinghouse. This would be a card index on people who have spoken on various topics and to which program planners could refer when they are setting up a program. For example, the Regional Director in Systems X, Y, & Z, might wish to set up a program on Decision-Making in Library Management. He could turn to the Library Extension Division file and ask who, if anyone, has spoken on that topic and could be recommended. The Regional Director as well as the Library Extension Division Training Director and others whom he would designate would evaluate speakers in their travels and add them to the file.

6. THAT THERE HAS TO BE A PROCESS FOR CONTINUOUSLY ANALYZING THE TRAINING NEEDS OF THE SYSTEMS.

   The structure as previously described should satisfy the recommendations, but if it is found to be not possible because of financial or other reasons to establish the structure, then, an alternative method will have to be incorporated. It is emphasized again, however, that an initial study be conducted to survey the training needs of all library personnel in New York State.

7. THAT A CONTINUOUS PROCESS OF EVALUATION BE INCORPORATED INTO THE TRAINING PROGRAM.

One of the most obvious lacks which became more and more apparent was the development and use of a continuing evaluation scheme by the entire training staff. The evaluation sheets (prior to the study) seemed to be of little value in getting real data upon which to change the courses or methods, which, in the final analysis is the purpose of evaluation. Something more is needed other than a questionnaire to get at the "feeling" of the people. In addition, it appeared that the "feedback" which was received from the evaluation sheets was not used to revise the courses. In short, there was no systematic means of continuous evaluation with a constant use of this "feedback" in the revision of the courses. Further, it seemed that there was no means of having the teaching staff get together on an informal basis to share their experiences, successes and failures. Such sharing of ideas can be extremely useful to the experienced and inexperienced alike. The need for both a continuing evaluation and means of getting the staff together for the sharing of each other's "feedback" is readily apparent.

Again, the previous structure could satisfy this function, but another suggestion which could function with the Library Extension Division structure, would be to encourage the cooperation of the Adult Education Bureau. They should have talents which could be very readily used in this area of education.

8. THAT THE PUBLIC RELATIONS FACTORS OF THE COURSES AND, INDEED, THE ENTIRE TRAINING PROGRAM NOT BE OVERLOOKED.

This is a very laudable objective and has certainly been achieved with the Community Librarians' Training Courses. The establishment of training programs in response to needs and demands of library groups in New York State will invariably have salutory effects beyond the educational value to the participants. These effects are usually public relations in the best sense of the term.

9. THAT A CONFERENCE ON TRAINING IN THE LIBRARY FIELD BE CONDUCTED BY THE LIBRARY EXTENSION DIVISION.

This could be a national conference on continuing education for librarianship to be held in New York and sponsored by the Library Extension Division. (Perhaps it could be co-sponsored with a couple of other states, such as, California, Wisconsin and Illinois). This could be a 3-5 day conference on training in the field at all levels (including the library schools) with exhibits. Such a conference would be an innovation in the field and should be extremely helpful to the training director as well as others doing training in the library field.

10. THAT THE TRAINING DIRECTOR OF THE LIBRARY EXTENSION DIVISION INSTITUTE A SERIES OF SEMINARS TO TRAIN THE TRAINERS.

This would be an in-service educational program for the Regional Training Directors to keep them abreast of the field. Also, the Specialists from the Library Extension Division could be involved in this.

11. THAT THE LIBRARY EXTENSION DIVISION SHOULD ESTABLISH A POSITION OF MANAGEMENT SPECIALIST.

This would be a key position in the development of the management subjects and curricula which will come to occupy more and more of the attention of the Library Extension Division in its training role. With the present structure of the Library Extension Division, such a person could be brought in, in a dual role, that is, as a Management Specialist and as an Assistant Director or Assistant to the Director in charge of administration. In this way, the person would be gaining constant practice in his field and it may be easier to get such a person.

TRANSITION PHASE

Transition Phase

It is recognized that the implementation of this report is dependent upon a number of factors, perhaps the most important of which is the appointment of a training director. As pointed out in another part of this report, finding a competent and qualified person will not be easy. For that reason, it was recommended that a librarian with potential and aptitude for training be "grown" from within the ranks, to initiate the training program.

Perhaps this could be accomplished by providing for a consultant to work with and train the training director, on a continuing basis, in the techniques and skills of training: assessing, analyzing, and interpreting training needs; designing, developing and implementing training programs to meet these needs, and the development of evaluation techniques and instruments to continually assess the objectives, methods and content of the training program. This training will probably require about one year. In addition, the professional association in the field of training, the American Society for Training and Development, sponsors an annual workshop for training directors at the University of Wisconsin, and has local chapters throughout the country which provide local contacts and professional guidance.

Also, there are capable specialists who have been doing the training up to this date. And although the report does bring out the difficulties and problems with the present training program, it does not follow that the people doing the teaching are, per se, unqualified or incapable. On the contrary, these people are talented, dedicated, hard working individuals, all of whom have looked upon this report as a means of doing a better job. This attitude has been much appreciated by the writer.

Keeping these factors in mind, the difficulty in getting a training director to implement the report immediately and the presence of qualified specialists on the staff, it is imperative that we respond to the natural question, --"what do we do in the interim?" The following are recommendations based upon very strong evidence derived from the report data. The community librarians felt quite deficient in knowledge of actual book content; consequently, the immediate need is the area of book selection and knowledge of books.

RECOMMENDATION #1

ESSENTIALLY, I WOULD RECOMMEND AN INTENSIVE SERIES OF WORKSHOPS TO FAMILIARIZE COMMUNITY LIBRARIANS WITH STANDARD WORKS IN THE FIELDS OF CHILDREN'S LITERATURE, YOUNG ADULT LITERATURE AND ADULT LITERATURE, THE GREATEST FELT NEED AT THIS TIME.

a. These workshops would give participants an opportunity to become familiar with books of perennial value in these areas.

b. Each workshop would be composed of seven (7) full days, from 10:00 a. m. to 3:00 p. m., with a one-hour lunch (at which a Systems' Consultant, or other qualified person would speak about the specialized subject area under discussion). Alternatively, two-hour morning sessions on consecutive days could be scheduled.

c. The first session of the workshop would consist of a presentation, by an experienced librarian currently in public service, if possible, on the practice of book selection in a public library; general principles, the importance of a book selection policy, actual pitfalls faced in a community, the "problem" book, the role of the librarian as a promoter of books, etc. This should be followed by a well-prepared discussion of two or three actual "problem" books. The second part of the session, the participants should have an opportunity to order books for their libraries from a group of new and standard titles in the age group area, with the course instructors (Library Extension Division staff member, System Consultant, visiting professional librarian(s) available for individual counseling and discussion).

As preparation for the second session, participants should be assigned to read specific books for discussion at the next session. Subsequent sessions would consist of discussion of books assigned, followed by a book ordering period, always with professional counseling available.

d. The State would be divided into three large general geographic areas. One course would be taught simultaneously at several centers in each area. For example, children's literature in the western part of the State, young adult in the north, and adult literature in the south. In each area, three to five (or other suitable number)centers would be selected to make the course more available to community librarians.

e. The workshops would meet every two weeks to provide time for the people to read the books, because this is an actual workshop of "using" and analyzing specific materials in the subject matter area. The day could be divided by presentations in the morning and book order sessions in the afternoon, or following morning. (Grants could be given to small libraries on the following formula, System 1/3; Library, 1/3; and the Library Extension Division, 1/3, based upon the needs of the library and the total number of books to be purchased each year. Perhaps not more than 1/2 of their books would be purchased in this project).

f. The courses would run from March 1 to June 15, a period of 14 weeks, to get in the seven sessions needed. July and August would be "free" months, and then courses could run again from September through November.

g. The teaching would be done in "teams", composed of:

    1. The resource person on book selection, who will speak at the first session.
    2. The Library Extension Division staff specialist and/or a specialist from the field.
    3. A Systems' Consultant from the region.

The person responsible for the first session on book selection problems would precede the presentation on specific book materials given by the specialist. A different person would be selected for each regional area and would make the basic presentation on book selection.

h. The planning of the courses, objectives, content, evaluation, etc., should be done by the "team". This provides for continuity and collaboration.

i. An evaluation of the course concentrating on suitability of materials, methods and content would be accomplished in a number of ways:

    1. A post-meeting evaluation instrument similar to that used in this report could be given on the last day of this course.

    2. A follow-up questionnaire could be mailed out during the summer as a help in making revisions for the fall series.

    3. The Systems' Consultant would evaluate the learning and impact, i. e., objectives, on the participants by means of informal interviews, using an interview instrument prepared by the planning committee.

j. The courses should be limited to no more than 15-20 people at each center.

k. A projected schedule would look something like this:

Projected
Children's Literature
Course

Date	Place	Topic	Instructor
Week of March 13	3-5 Centers	Book Selection Tools and Criteria	Resource person
" 27	"	Fiction Books	LED/System Team
April 10	"	"	"
" 24	"	"	"
May 8	"	Non-fiction books	"
" 22	"	Non-fiction books	"
June 5	"	Picture Books; evaluation (PMRS)	"

RECOMMENDATION # 2

ASSESSMENT OF NEW YORK STATE LIBRARIES IN-SERVICE TRAINING NEEDS.

This is a most important dimension of the future success of the Library Extension Division Training Program and thought should be given to the commencement of such a project within the near future. It would be best, however, if the new training director had been selected because it would be most useful to have him or her work with a consultant brought in to do this specific job. In addition to providing the necessary information upon which to develop a short-term and long-range program, working with the consultant would serve to provide confidence as well as training of the new person. In short, it would help the new director get off to a good start. The in-service training needs to be surveyed are not limited to community librarians but relate to all levels of personnel and groups in the New York State public libraries. It may be that the planning of this project could take place during the summer months. The survey would definitely entail visiting libraries and doing personal, in-depth interviewing.

RECOMMENDATION # 3

DEVELOP AND IMPLEMENT A COURSE IN LIBRARY MANAGEMENT OR HOUSEKEEPING TECHNIQUES TO BE GIVEN TO THE COMMUNITY LIBRARIANS.

A second strong need, identified by respondents to the questionnaires, was instruction in basic (elementary) management and library routines. They are interested in some of the very basic skills of card-filing, simple budget procedures, circulation systems, training pages, etc. I recommend the development of a series, Small Library Housekeeping Skills and Techniques, to be offered in various parts of the State. This series would be evaluated in the same way as the book content series.

The development of programmed and automated instructional materials for self-instruction and repetitive drill in such skills as card-filing (catalog and shelf-list) and simple circulation control systems should be explored and experimented within the establishment of this series.

The transitional stage, then, would run from approximately January, 1966 to January, 1967. By this time the essential developments such as the appointment of a training director and the beginning of a needs analysis would have taken place. In addition, the book selection courses will serve a real need already expressed by the community librarians and at the same time take advantage of the skills and talents of present staff. Further, the collaboration of Systems people and the Library Extension Division staff members in planning these projects will set the stage for the cooperative working relationships necessary to accomplish the recommendation made in this report concerning the creation of an established structure to have Systems and the Library Extension Division collaborate in training.

These three recommendations for an interim program can be carried on concurrently.

APPENDICES

APPENDIX A

Questionnaires

1. Citations
2. Systems
3. Consultants
4. Drop-Outs

CITATION'S
QUESTIONNAIRE
Community Librarian's Training Courses
The New York State Library
Library Extension Division

Name of System ______________________ Name of person completing Questionnaire ______________________

Date ______________

Please fill out the following questions as completely, objectively, and specifically as possible. Remember that the future direction of training by the Library Extension Division depends to a great extent upon the information derived from this Questionnaire. Thank you.

1. What do you think of the LED Courses? Were they effective or not? Why?

2. In what ways did the Courses meet your needs or problems?

3. In what ways did the Courses not meet your needs?

4. What did you think of the course content? Was it too practical, theoretical, high level, low level, etc.

   Adult Services

   Children's work

   Reference

   Young Adult

   Library Organization and Management

5. What is your opinion of the Instructors? Be specific and critical.

6. In what ways did the Instructors fail to meet your expectations?

7. If the LED Courses were to be given again what changes would you like to see?

   a. Given the same amount of time per course (10 hours).

   b. Given more time.

8. How do the LED Courses relate to training in your System?

9. Do you feel the need for more training? What kind?

10. Do you feel that there are other groups of people in the libraries who need training? Which groups? (Do not exclude Professional Librarians.)

11. In what way or ways have you changed as a result of taking the LED Courses?

12. We would appreciate any other comments or suggestions you might have about the Courses such as, length of courses, time offered location, organization of courses, evaluation, instructional methods and techniques, etc.

CITATIONS QUESTIONNAIRE
RESULTS

QUESTION

1. What do you think of the Library Extension Division Courses? Were they effective or not? Why?

COMMENTARY

The comments stated rather clearly that the courses were effective in that they were good for the inexperienced librarian. They were helpful to the people from small libraries, but in addition served as a refresher to other who were, or thought they were, experienced or better trained.

QUESTION

2. In what ways did the Courses meet your needs or problems?

COMMENTARY

As could be expected, the courses met a number of needs. In every educational experience each individual comes to the course with a number of different motivations and expectations. Although the participants did gain some knowledge, it appeared that the best thing people received from the course was the fact that it gave them a chance to get together and exchange ideas.

QUESTION

3. In what ways did the Courses not meet your needs?

COMMENTARY

Surprisingly, quite a few people stated that the courses appeared to be directed to the larger libraries and more trained librarians. This suggests that the courses may be covering too much content at a rather high level (for these people) and at too fast a pace. Throughout, however, remarks supported the theory that they wanted more and in greater depth--especially in the management of libraries.

QUESTION

4. What did you think of the course content? Was it too practical, theoretical, high level, low level, etc?

COMMENTARY

Comments were made about each course attempting to cover too much. Some courses were criticized as being too theoretical and high level, one was thought to be too low level and all were criticized as attempting to cover too much content in too little time. There were, however, many laudatory remarks about how much they had learned and how helpful the courses had been. A goodly number stated that they would have liked more time.

QUESTION

5. What is your opinion of the Instructors? Be specific and critical.

COMMENTARY

The variety of remarks from this question correlated very well with the variety of instructors and their own personality. It is quite apparent that these community librarians are very serious and want to learn--they are not interested in any superficial handling of the subject matter. Further, they enjoy very much being "treated" as equals and not as inferiors. They did not hesitate in naming those instructors they enjoyed and those they considered to be very poor. Finally, there was a general impression that most of the instructors were very well prepared.

QUESTION

6. In what ways did the Instructors fail to meet your expectations?

COMMENTARY

Yes, in some way they did fail. They were attempting to get too much material into too short a time period. Many instructors "talked at" the people rather than encouraging participative methods. Research shows that adults enjoy and learn better from participative techniques. Also, some of the content seemed too theoretical and impractical. These are common errors of people who are not trained in teaching methods and program development, so from that point of view, those remarks are not too surprising.

QUESTION

7. If the Library Extension Division Courses were to be given again what changes would you like to see?

a. Given the same amount of time per course (10 hours).
b. Given more time.

COMMENTARY

An overwhelming response to this question--"MORE TIME". They wanted more time to cover the subject matter, to have more group discussions, to be able to read and review more books. Some mention was made of the duplication and repetition in the courses, especially in the book selection principles which were stated in most of the courses. If this could be reduced, more time could be made available for other things. This suggests the need for better planning of courses in sequence and the need for the instructors to get together and compare notes, outlines and courses.

QUESTION

8. How do the Library Extension Division Courses relate to training in your System?

COMMENTARY

In spite of the fact that some of the Systems did follow up and that their workshops, seminars, etc. did not duplicate the State's, it was quite apparent that there was a strong feeling that there should be come type of cooperation and planning between State and Systems. Most of the events and educational activities offered by the Systems are of a very practical, how-to-do-it nature, which is not bad. In fact, there appears to be the rudiments of a very good working relationship with the State being somewhat "theoretical" and the Systems "practical". The community librarians view the possibilities of such an arrangement in a very positive way.

QUESTION

9. Do you feel the need for more training? What kind?

COMMENTARY

The most important result of this question was the constant comment "we have a need for continuous training". These people have a desire to go on learning which is not unusual because we know in adult education that once a person has gained a "taste" of education that person will be more inclined to return for more. The participants asked for a great many specific kinds of education, but in general the predominant ones were, public relations, trustees, library management, workshops or practical drill subjects, cataloging, selection, etc., and a need for continuous refresher courses in what they already had received. Finally, the need for more in-depth training, especially with the various kinds of literature.

QUESTION

10. Do you feel that there are other groups of people in the libraries who need training? Which groups? (Do not exclude professional librarians).

COMMENTARY

An amazingly large group of responses indicated that the trustees were the people who really needed the training. They are the decision-makers, the people who can "make or break" a library. Apparently, the need to educate here is tremendous. Other comments referred to the general statement that all people concerned with libraries should be educated, including the volunteers and the "professionals".

QUESTION

11. In what way or ways have you changed as a result of taking the Library Extension Division Courses?

COMMENTARY

In addition to the many things which people said they had gained and put into effect such as a new young adult collection, improved reference service, better book selection, etc., the most important fact which came from this question was this--"I now have much more confidence and am a better librarian because my morale and outlook have improved". In short, the responses indicate overwhelmingly that attitudes have been changed--which is really the essence of affecting any change back on the job.

QUESTION

12. We would appreciate any other comments or suggestions you might have about the courses such as, length of course, time offered, location, organization of courses, evaluation, instructional methods and techniques, etc.

COMMENTARY

As a general "open-end" question, the responses to this question were extremely varied. Yet, one could see a similar pattern developing, that is, we need more time to cover the content, give us a chance to participate in more, challenge us--don't tell us, and the fact that they wanted more of this kind of training.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

THE NEW YORK STATE LIBRARY
S. GILBERT PRENTISS
STATE LIBRARIAN
AND
ASSISTANT COMMISSIONER FOR LIBRARIES

DIVISION OF LIBRARY EXTENSION
JEAN L. CONNOR, DIRECTOR
GR 4-5936

February 1965

Dear

As you know we are conducting an intensive evaluation of our Community Librarian's Training Courses. The purpose of this evaluation is to provide us with information which will give us guidance in being of greater service to you in future training courses conducted by the Library Extension Division. We need your help!

In order for the Library Extension Division to be successful in providing the necessary services and aids to the Systems we need your cooperation in telling us what your needs and problems are and how we might be of help. The Community Librarian's Training courses were developed on just this basis of cooperation and in response to a felt need on the part of System Directors to improve their services by training their personnel who do not have benefit of professional library training.

Five years have passed since the beginning of the courses and we would like the views and opinions of the System Directors and staff. The future of the training at LED will be shaped in great measure by the comments which you give us.

Note that the questionnaire is brief and will not take much of your time. We urge you, however, to complete the questionnaire as completely as possible. Indeed we would not object if you went beyond the space provided and used additional paper. Also, we would like to have you attach materials of your own which you feel might be of some help to us, such as descriptive brochures or pamphlets of training projects conducted in your staff.

Most of the questions are of the short answer, open-end type. Be specific in your answer or opinion. And, please, we are not looking for accolades but rather constructive criticism. Be critical -- we won't be hurt.

Dr. Lawrence A. Allen of Northeastern University, Boston, is Director of the Evaluation Project. He suggests that the questionnaire be completed by you with the assistance of your staff members. For example, it would be excellent if a staff meeting could be devoted to the completion of the questionnaire. (Questionnaires are being sent to a sampling of the Community Librarians who took the course.)

Whatever method you use be as complete and specific as possible. A self-addressed, stamped envelope is enclosed for your convenience.

Thank you for your continuing help and cooperation.

Sincerely yours,

Jean L. Connor, Director
Division of Library Extension

enclosure: addressed envelope

SYSTEM'S
QUESTIONNAIRE
Community Librarian's Training Course
The New York State Library
Library Extension Division

Name of System____________________________ Name of person________________ completing Questionnaire

Date______________________________

Please fill out the following questions as completely, objectively and specifically as possible. Remember that the future direction of training by the Library Extension Division depends to a great extent upon the information derived from this Questionnaire. Thank You.

1. In general, what do you think of the LED Courses? Were they effective or not? For whom? Why?

2. In what way or ways did the Courses meet the needs or problems of your Community Librarian? In what way did they not meet their needs?

3. What did you think of the Course content? Too practical, theoretical, high level, low level? Why?

   Adult Services

   Children's Work

   Reference

   Young Adult

   Library Organization and Management

4. Were the teaching methods and techniques used by the instructors effective and appropriate? Why or why not?

Adult Services

Children's Work

Reference

Young Adult

Library Organization and Management

5. If the Community Librarian's Training Courses were to be given again in your area what changes would you like to see in the courses?

   a. Given the same amount of time per course (10 hours).

   b. Given more time.

6. We would appreciate any other suggestions you might have concerning any aspect of the courses such as materials used, length of courses, time offered, organization of courses, instructors, evaluation, etc.

7. What other courses or training would you like LED to conduct, initiate, or co-sponsor with your system?

8. What in-service training activities have been conducted by you in your System in the past 12 months? (Workshops, institutes, seminars, meetings, (including book selection meetings), etc.) Please give purpose, course content, time, number of people attending and instructor. (A sheet is attached for your convenience. Include any brochures, announcements, etc.)

9. Does your System have any plans for additional training over and beyond your present programs? Describe.

10. Would you, or members of your staff, like to participate in the planning or training with LED staff? If so, how would you suggest this be done?

11. Does your System have any training programs which you would be willing to offer in another System on an exchange basis? What could you offer and what would you want?

12. What changes should be made in LED training activities?

TRAINING ACTIVITIES

NAME OF SYSTEM ____________

TYPE Workshop, meeting, etc.	Purpose	Course Content	Time	# In Attendance	Instructor

SYSTEMS QUESTIONNAIRE
RESULTS

QUESTION

1. In general, what do you think of the Library Extension Division Courses? Were they effective or not? For whom? Why?

COMMENTARY

From what can be determined, the Systems' Directors felt that the courses were more effective than did the participants themselves. The overwhelming response was that they were very effective in that they were geared to the small library with an untrained librarian. Indeed, the comments were so consistent, it causes one to wonder how the Systems' Directors evaluated the courses. In short, the Systems' Directors were appreciative of any training efforts provided by the Library Extension Division.

QUESTION

2. In what way or ways did the courses meet the needs or problems of your community librarian? In what way did they not meet their needs?

COMMENTARY

Yes, the needs were met, and here again they differ somewhat from the Citations people. The Directors feel very strongly that these courses stimulated training efforts in the Systems. This would be a natural result of such training and should be capitalized on immediately. Also, these courses, it is felt, only scratched the surface. There is a need for more of such training and on a continuing basis. Also, and here there is a strong agreement with the Citations people, the courses provided the opportunity for those people to get together and discuss their common problems. An excellent and worthwhile objective to achieve.

QUESTION

3. What did you think of the course content? Too practical, theoretical, high level, low level? Why?

COMMENTARY

The interesting aspect of this question was the fact that the Directors did not "best around the bush" but gave direct comments about each course. In general, all courses were helpful but again the feeling was expressed that the courses may have been too advanced for the group -did not actually relate to their immediate needs of how best to run a "one-man" library.

QUESTION

4. Were the teaching methods and techniques used by the instructors effective and appropriate? Why or why not?

COMMENTARY

Without question, the major criticism here is that there was not enough discussion, participation, and too much lecturing. Adults do not respond to being "talked at" for any length of time. Here again, the Directors specified courses. The use of audio-visual aids, especially overhead projector, was commented upon favorably. In general, a need for more and varied participation techniques was expressed very clearly.

QUESTION

5. If the Community Librarians' Training Courses were to be given again in your area what changes would you like to see in the courses?

   a. Given the same amount of time per course (10 hours).
   b. Given more time.

COMMENTARY

The major changes that the Directors would like to see are such things as: a reorganization of the courses so that more material could be covered with less duplication; more reading assignments prior to class; greater participation on the part of the group emphasize other things than specific course content such as work sessions and more time for courses.

QUESTION

6. We would appreciate any other suggestions you might have concerning any aspect of the courses such as materials used, length of courses, time offered, organization of courses, instructors, evaluation, etc.

COMMENTARY

The suggestions followed very much the changes the Directors would like to see as stated in the previous question. However, there was a good deal of emphasis here on evaluation, before, during, and after the course. This is a healthy sign. Also, that the courses should be well-organized before presenting them to the field and that the courses might be given every other year.

QUESTION

7. What other courses or training would you like the Library Extension Division to conduct, initiate, or co-sponsor with your System?

COMMENTARY

The Directors agree with the participants that there is a great need for trustee education as well as public relations training for the librarian. Interesting to note that some would like their own in-service training program and use the Library Extension Division for speakers, i. e., a resource. Finally, some recognize the need for training of the experienced librarians through advanced courses.

QUESTION

8. What in-service training activities have been conducted by you in your System in the past 12 months? (Workshops, institutes, seminars, meetings, (including book selection meetings). Please give purpose, course content, time number of people attending and instructor).

COMMENTARY

The general emphasis appears to be placed on the numerous book selection meetings which are held. If nothing else, these meetings do provide the opportunity for the librarians to get together. Some of the Systems attempt workshops, in a variety of "skill" subject areas such as cataloging, weeding, book selection aids, changing systems, etc. This is a good beginning for the Systems.

QUESTION

9. Does your System have any plans for additional training over and beyond your present programs? Describe.

COMMENTARY

Some of the Systems are responding with attempts to set up their own in-service educational program--but one gets the feeling that they are "floundering" with no real direction or planning. Such a situation can be explained due to lack of staff, money and someone who really takes an interest in continuing training. A good many workshops have been set up for trustees and practical subject matter areas. Yet, there are many Systems which have apparently not initiated anything, nor do they intend to do so.

QUESTION

10. Would you, or members of your staff, like to participate in the planning or training with the Library Extension Division staff? If so, how would you suggest this be done?

COMMENTARY

Without doubt, the Systems would like to work with the Library Extension Division in the training program. Many want to help from the very beginning of developing the courses, whereas others would prefer to use the Library Extension Division as a "resource" of personnel, materials and ideas. There is, of course, a realistic concern on the part of some, relative to the amount of time involved.

QUESTION

11. Does your System have any training program which you would be willing to offer in another System on an exchange basis? What could you offer and what would you want?

COMMENTARY

Apparently some Systems are already doing this and would like to continue doing so. Whereas there are still those who remain skeptical of such an arrangement for their own reasons--time, personnel, etc. Yet, if the community librarians can improve through exchange of ideas when they get together, a similar effect could result with an exchange of personnel and programs. There are a sufficient number of Systems in favor of such a program to make it a valuable part of any over-all training program.

QUESTION

12. What changes should be made in the Library Extension Division training activities?

COMMENTARY

Again, the responses to this question varied considerably. The Systems would like to participate more in developing the training programs, and, in addition, would like the Library Extension Division to conduct a Conference on Training for Systems' Personnel. Although, one may wonder just what sort of training they are speaking of, it would be excellent to follow up on this and invite the Systems to help determine training needs.

Northeastern University
University College
Boston, Massachusetts

February 1965

Dear

Would you take a few moments to help us? We are evaluating the Community Librarian's Training Courses offered by the Library Extension Division and we would like to ask the opinion of those who have been most directly affected.

One of the participants in the courses who has received a citation for completing all courses is
We would like some of your opinions about how effective we have been in creating some change in this individual. Hopefully, you knew the candidate before she took courses and are thus better able to denote any changes such as knowing more about the principles of library work, greater skill in handling people, a changed attitude toward work, the System on others such as the general public.

Your very frank and candid opinion will be of great help to us in evaluating what we have done and what we should do about revising future training courses. Also, we urge you to be as specific as you can using examples whenever possible. A place has been included for your name, but, if you wish, you need not fill this ~~in.~~ I emphasize, however, the fact that your reply will be kept in complete confidence.

Thank you very much for your cooperation in this very important project.

Sincerely yours,

Dr. Lawrence A. Allen
Project Director

LAA/sl
cc
enclosures

P.S. If you could fill out the Questionnaire today I would appreciate it very much. It only takes a few minutes. A self-addressed, stamped envelope is enclosed for your convenience.

CONSULTANT'S QUESTIONNAIRE

Community Librarian's Training Courses
The New York State Library
Library Extension Division

Name of System____________________________ Name of person________________
Date __________________________ completing Questionnaire

1. Your position, title and how long have you been with the System?

2. How long have you known the person?

3. Have the courses been effective in changing the candidate in any way? Do not hesitate to say "no" if that is your candid opinion.

YES_____________ NO___________

4. If you answered Yes to Number 3, in what ways has the person changed? Please list and describe the changes you have observed which could be attributed to the Courses.

5. Do you feel that the person has utilized the facilities of the System's Resources and Services more since the Courses? How? (Again would you please list and describe?)

6. Would you give us any other comments that you feel would be of help to us in evaluating the Courses? (Content, length of courses, instructor, time given, preparation, evaluation, materials used, etc.)

CONSULTANTS QUESTIONNAIRE RESULTS

This questionnaire was quite ineffective primarily due to the fact that the Consultants to whom we sent the questionnaires did not know the participant because she or he, that is, the Consultant was relatively new to the job. Consequently, the remarks that we received were of so little value, it was decided to discard the questionnaire entirely.

The idea was a good one. Essentially, to have the Systems' Consultant give reactions to the worth of the courses by noting the changes which had taken place either in the library or the librarian as a result of the courses. If the Consultant had been in the System for a period of years, she would have known the participant very well, thus providing a "benchmark" upon which to measure the behavioral results of the courses. Perhaps in another 2 to 3 years, such a questionnaire could be very helpful.

Northeastern University
University College
Boston, Massachusetts

February. 1965

Dear

Allow me to introduce myself as Dean Lawrence A. Allen of Northeastern University and Project Director of the Evaluation of the Community Librarian's Training Courses. As an Educator, I know that people who do not complete courses can sometimes tell us more about the courses than those who complete the courses. I need your help--would you take a few minutes to assist in a project that affects all libraries in New York State?

Sometime ago you registered for a course offered by the Library Extension Division of the New York State Library and for some reason you dropped out of that course. You could be extremely helpful to us if you would tell us your reason or reasons for not completing the course.

Typically, there are many reasons for dropping a course--poor instruction, content too low or too high, not enough time to complete assignments, does not meet the present need of the student, and a host of many others. I am sure that you have some very specific reasons for dropping out of the course and I would appreciate it very much if you would let me know those.

In completing the attached questionnaire I urge you to be as frank and candid as possible. A place has been included for your name, but if you wish you need not fill this in. I assure you, however, all replies will be kept strictly and completely confidenttial. For your convenience, I have enclosed a self-addressed, stamped envelope.

If you could fill out the questionnaire today, I would appreciate it very much. It will only take a few minutes of your time--and it will be of utmost importance to us.

My sincere thanks to you for your cooperation in this very important project and I look forward to hearing from you.

Sincerely yours,

Dr. Lawrence A. Allen
Project Director

LAA/sl
cc
enclosures

QUESTIONNAIRE
Community Librarian's Training Courses
The New York State Library
Library Extension Division

Name of System ____________________

Date ____________________

Name of person completing Questionnaire ____________________

Please fill out the following questions as completely, objectively and specifically as possible. Remember that the future direction of training by the Library Extension Division depends to a great extent upon the information derived from this Questionnaire. Thank you.

1. Would you list and describe your reason or reasons for dropping out of the LED Course. Please be as direct and candid as possible...We don't want you to spare our feelings.

Although the following questions may be difficult if not impossible to answer because of your limited time in the course, perhaps you could attempt to give us your answers based upon the class experience you did have and comments you may have heard from others taking the courses.

1. What do you think of the LED Courses? Were they effective or not? Why?

2. In what ways did the Courses meet the needs or problems of the Community Librarian?

3. In what ways did the Courses not meet the needs?

4. What did you think of the Course content? Was it too practical, theoretical, high level, low level, etc.

   Adult Services

   Children's Work

   Reference

   Young Adult

   Library Organization and Management

5. What is your opinion of the Instructors? Be specific and critical.

6. In what ways did the Instructors fail to meet your expectations?

7. If the LED Courses were to be given again what changes would you like to see?

8. How do the LED Courses relate to training in your System?

9. Do you feel the need for more training? What kind?

10. Do you feel that there are other groups of people in the libraries who need training? Which groups? (Do not exclude Professional Librarians.)

11. We would appreciate any other comments or suggestions you might have about the courses such as length of courses, time offered, location , organization of courses, evaluation, instructional methods and techniques, etc.

DROP-OUT QUESTIONNAIRE
RESULTS

Before giving the results of this questionnaire, a few preliminary remarks should be made. The questionnaire was mailed to all "drop-outs" which numbered approximately 50. It is well known in educational evaluation that the questionnaire is not the best approach to gaining information about drop-outs. In the first place, no one likes to be called a drop-out... it has a flavor of failure in our society. Thus, the results are bound to be "skewed". Furthermore, the questionnaires are invariably not filled out as completely as others would be. If time were available, the best method to use would be the interview technique. The questionnaire did, however, produce some interesting and informative results.

QUESTION

1. What do you think of the Library Extension Courses? Were they effective or not? Why?

COMMENTARY

The major reason given for dropping out of the course was illness. There were other reasons which provide some insight into possible revisions of the courses and other needs. For example, the courses were not advanced enough and thus not worthwhile to an experienced librarian suggests courses of such a level to meet group needs. This suggests that the people who did drop out were primarily more experienced librarians.

QUESTION

2. In what ways did the courses meet the needs or problems of the community librarian?

COMMENTARY

In some ways the courses were effective even for those people who dropped out. Each took from the course what appealed to, or motivated her most, such as, exchanging ideas with other group members, or refreshing one's knowledge about books and authors.

QUESTION

3. In what ways did the courses not meet the needs?

COMMENTARY

Interestingly enough, there were only three responses to this question. This reflects the reluctance of the "drop-out" who responds to state here true feelings.

QUESTION

4. What did you think of the course content? Was it too practical, theoretical, high level, low level, etc.

COMMENTARY

Very definite statements were made about the specific courses, yet here again most of the comments were laudatory which indicates that the "drop-out" just does not want to be considered one.

QUESTION

5. What is your opinion of the instructors? Be specific and critical.

COMMENTARY

In general, the instructors met the expectation of the drop-outs. One can conclude that they didn't drop-out of the course primarily because of the instructors.

QUESTION

6. In what ways did the instructors fail to meet your expectations?

COMMENTARY

Only one comment here which stated that the instructors did fail to meet expectations. Note the more direct and critical the questionnaire, the fewer the answers. This is a very difficult group to survey.

QUESTION

7. If the Library Extension Courses were to be given again what changes would you like to see?

COMMENTARY

Some changes were recommended, but nothing like what had been suggested by those more familiar with the courses, instructors and materials. In general, wanted more advanced courses.

QUESTION

8. How do the Library Extension Division Courses relate to training in your System?

COMMENTARY

This was interesting because although only two people responded there is an indication, or implied criticism of Systems, when it is stated that the Library Extension Division courses are only ones being offered. This indicates a need and possibly desire for more training if it were made more available.

QUESTION

9. Do you feel the need for more training? What kind?

COMMENTARY

Even the drop outs feel a need for more training which is a strong argument in favor of more training for all groups in the library.

QUESTION

10. Do you feel that there are other groups of people in the libraries who need training? Which groups? (Do not exclude the professional librarians).

COMMENTARY

Yes, the drop-outs believe that there is a need for training of other groups. Again, the trustees are mentioned as well as the trained or "professional" librarian.

QUESTION

11. We would appreciate any other comments or suggestions you might have about the courses such as length of courses, time offered, location, organization of courses, evaluation, instructional methods and techniques, etc.

COMMENTARY

Some very specific recommendations, namely, the need for more management training and the dividing of Library Organization and Management, which is really administration, into two parts. On person recommended an overnight hotel as more convenient. Perhaps others would enjoy greater accessibility which I presume is the reason behind this comment.

REMARKS

The following are some of the "remarks" written on the drop-out questionnaire. It is also interesting to note here that most people did not get beyond the first page of the questionnaire. They summed up their comments and then left the other pages blank.

"One library changed librarians. The new librarian will no doubt take next set of courses".

"President attended with his secretary or librarian and found courses very stimulating. His librarian learned much".

"Retired executive doing part-time work. Other sessions no advantage to self or library. (71, but spry).

APPENDIX B

Pre & Post Test

1. Reference
2. Children's Literature

COMMUNITY LIBRARIAN TRAINING PROGRAM
COURSE IN CHILDREN'S SERVICES
PRE-TEST

1. On which one of the following points would you reject a book of fiction?

___ a) poor binding
___ b) poor text but good illustrations
___ c) good text but poor illustrations
___ d) contains too many unfamiliar words

2. Gift books may be accepted if:

___ a) they are books generally bought through a book club
___ b) they are books not usually purchased by the library
___ c) they are duplicates of titles already in the collection
___ d) they are books listed in children's catalog or some other library tool.

3. To get the best use of fiction the books should be:

___ a) arranged according to type (dog, mystery, etc.)
___ b) interfiled with non-fiction
___ c) arranged by grade
___ d) grouped together by author

4. A pre-school story-telling should last approximately:

___ a) one hour
___ b) thirty minutes
___ c) fifteen minutes
___ d) forty-five minutes

5. Which of the following would be the best choice for a pre-school story hour:

___ a) Happiness is a Warm Puppy
___ b) Five Chinese Brothers
___ c) In the Forest
___ d) A Golden Book version of the Three Bears

6. There are many bibliographies of children's books. Which one of the following would be most helpful to you in making out a replacement order?:

___ a) Basic Book Collection for Elementary Grades
___ b) Library Journal
___ c) Children's Booklist for Small Public Libraries
___ d) Children's Catalog

7. To develop your library collection and services to meet community needs in children's services the best background can be obtained by:

___ a) joining the YWCA
___ b) affiliating with the 4-H Clubs, scouts and other organizations
___ c) talking to the Rotary Club
___ d) having regular newspaper releases

8. A fifth grade girl has read only Nancy Drew stories but needs a book for a school report. Which title would you not suggest to her?:

___ a) The Winged Watchman
___ b) Bill Bergson Lives Dangerously
___ c) Underground Alley
___ d) The Moffats

9. There is a great rush for the library's copy of "Mary Poppins" as the result of the movie. Would you:

___ a) Limit the circulation time
___ b) buy the new Walt Disney version of the book
___ c) decide that demand will quickly subside so hold off buying
___ d) buy a duplicate copy of the original edition

10. With books such as Bobbsey Twins and Hardy Boys, libraries should:

___ a) not have them because the writing quality is poor
___ b) buy a few even though they are of poor quality because the children want them
___ c) never buy them but accept gift copies
___ d) buy for poor readers

11. When reading a picture book for a program it is best:

___ a) to discuss it with the children before starting the program
___ b) not to encourage any discussion of the story
___ c) to stop during the story to make explanations
___ d) to wait until the story is finished to discuss it

12. Which of the following would you give to a first grader who asks for a book on clothing for a school assignment?:

___ a) Pelle's New Suit
___ b) Pitschi
___ c) Caps for Sale
___ d) First Book of Cloth

13. Which one of the following types of picture books would you consider least desirable in your collection?

___ a) one written by an author of adult books
___ b) one published in England
___ c) one having a controlled vocabulary
___ d) one in which the text contains some unfamiliar words.

14. Which of the following procedures does not lead to maintaining a well-rounded collection:

___ a) weeding out-dated material
___ b) replacing lost or worn standard titles
___ c) buying primarily from standard lists
___ d) spending most of book fund on new titles

15. A fifth grade teacher wants some stories having Negro characters which would give a sympathetic picture of Negro children. Eliminate the title which would be inappropriate:

___ a) Melindy's Medal
___ b) Corrie and the Yankee
___ c) Roosevelt Grady
___ d) The Story of Serapina

16. The theme of a story is the (check one):

___ a) plot
___ b) idea
___ c) moral
___ d) characterization

17. In selecting books for the children's collection, which four of the following statements are basic principles?

___ a) provide books for all interests
___ b) provide books to supplement the school curriculum
___ c) provide books of known popularity
___ d) rely heavily on Book Club selections
___ e) provide the best books available to meet various readers needs
___ f) be highly selective if the book budget is small
___ g) when book budget is limited do not buy expensive picture books

18. A small library is planning to hire a part-time clerk. Which five of the ~~five~~ following duties should the librarian assign to the clerk?

___ a) circulation records
___ b) answering reference requests
___ c) mending books
___ d) weeding the collection
___ e) filing catalog cards
___ f) teaching the use of the catalog
___ g) book selection
___ h) registering new borrowers
___ i) suggesting books to readers
___ j) writing overdues

19. A library should have a policy regarding such series books as the Bobbsey Twins, Hardy Boys, etc. (check one):

___ a) never to purchase series books
___ b) to accept as gifts but not to purchase
___ c) not to purchase or accept as gifts
___ d) to have a limited number for poor readers but not cataloged

20. Successful reader guidance for children depends on three of the following factors (check three):

___ a) the librarian's familiarity with the collection
___ b) allowing the child to choose his own books
___ c) always giving the child the type of story he requests
___ d) knowledge of his reading ability
___ e) the librarian's willingness to stock the titles children always request

___ f) giving the child a book on his own reading level

21. Which three factors must be considered in order to give the child "the right book at the right time"?

___ a) size of the book
___ b) child's reading ability
___ c) background of child
___ d) parents' request
___ e) economic income of family
___ f) child's interests

22. The "Door in The Wall" has particular value in serving the reader needs of:

___ a) children of migrant workers
___ b) emotionally disturbed children
___ c) children with a physical handicap
___ d) children with a foreign background

23. "Little Eddie" would be a good choice for:

___ a) a girl who enjoys "orphan stories"
___ b) an advanced fourth grade reader requesting a dog story
___ c) an eleven year old boy in a remedial reading class
___ d) children who enjoy fantasy

24. "Blue Willow" would have special significance for children:

___ a) who have a background in folktales
___ b) of Japanese extraction
___ c) of migrant workers
___ d) who have a physical handicap

25. A ten year old girl in a family of boys would relate to a similar situation found in:

___ a) Adopted Jane
___ b) Understood Betsy
___ c) Caddie Woodlawn
___ d) The Moffats

26-31. Which of the fiction titles in Column I are similar in theme, plot, setting or characterization to the picture-story boks in Column II. Place the corresponding letter in Column I.

Column I	Column II
___ Blind Colt	a) Little Tim and the Brave Sea Captain
___ Ben and Me	b) Cow Who Fell in the Canal
___ Wheel on the School	c) Madeline
___ Happy Orphelines	d) Billy and Blaze
	e) Anatole
	f) The Happy Lion
	g) In the Forest

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LIBRARY EXTENSION DIVISION
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COMMUNITY LIBRARIAN TRAINING PROGRAM
COURSE IN REFERENCE SERVICES
PRE-TEST

1. In deciding whether or not to purchase a book for the reference collection, the most important consideration is:

   ______ a. inclusion on a recommended list
   ______ b. favorable reviews in library periodicals
   ______ c. the value of the information to the library's readers
   ______ d. whether or not it is part of a series

2. A library service program is:

   ______ a. a written book selection policy
   ______ b. a schedule of events in the community, maintained by the library
   ______ c. a statement by the library board of the services that the library offers
   ______ d. a training course for library volunteers

3. A brief introduction to the management of pamphlet files is found in

   ______ a. Ball's Subject Headings for the Information File
   ______ b. Hutchins' Introduction to Reference Work
   ______ c. Winchell's Guide to Reference Books
   ______ d. Free and Inexpensive Learning Materials

4. A selection of recently published pamphlets appears in

   ______ a. Subscription Books Bulletin Reviews
   ______ b. Readers' Guide to Periodical Literature
   ______ c. N.Y.L.A. Bulletin
   ______ d. The Bookmark

5. When attempting to locate an illustration of a prominent person, a librarian should remember to consult

   ______ a. National Geographic Magazine
   ______ b. Readers' Guide to Periodical Literature
   ______ c. Who's Who
   ______ d. Webster's Biographical Dictionary

6. The most comprehensive announcement of current publications of the Federal Government is

   ______ a. Federal Register
   ______ b. U. S. Code
   ______ c. Monthly Catalog of U. S. Government Publications
   ______ d. Selected U. S. Government Publications

7. In addition to professional periodicals, a reliable source of reviews of reference books is

   ______ a. Publishers' circulars
   ______ b. Encyclopedia bibliographies
   ______ c. Shores' Basic Reference Books
   ______ d. Benet's Readers' Encyclopedia

8. The population of villages in New York State can be found in

______ a. New York Red Book
______ b. Manual for the Use of the Legislature of the State of New York
______ c. Rand McNally Cosmopolitan World Atlas
______ d. Statistical Abstract of the United States

9. Any librarian can improve his/her ability to perform reference work by

______ a. regularly reading book reviews
______ b. carefully examining as many books as possible in the library's existing collection
______ c. ordering books only from approved lists
______ d. attending adult education classes

10. The first step in helping a reader to locate information is

______ a. to find out what books the reader has already consulted
______ b. to consult the card catalog
______ c. to find out how soon the reader needs information
______ d. to determine the specific information that the reader wants

11. If a reader asks a question about a very broad subject

______ a. help him to find everything you have on the subject
______ b. question him to find out if he wants specific information
______ c. show him how to use "Readers' Guide to Periodical Literature"
______ d. send him to the card catalog

12. When requesting a specific author and title through interlibrary loan, a librarian should indicate

______ a. why the reader wants the books
______ b. whether a substitute is acceptable
______ c. whether it is a reference book
______ d. whether the book appears on a recommended list

13. In order to find out what specific information a reader wants

______ a. ask him to define his terms
______ b. ask him if he has thought his problem through
______ c. tell him to locate his subject in Readers' Guide to Periodical Literature
______ d. try to get him to talk freely

14. If a reader asks a question while you are busy preparing overdue notices

______ a. tell him that you will be finished shortly, and will be happy to help him
______ b. suggest that he consult the card catalog
______ c. ignore him for a few moments, then ask him what he wants
______ d. indicate that you are free to help him

15. When requesting information in a subject through interlibrary loan, a librarian should

_____ a. indicate what sources of information the reader has already used
_____ b. be certain that the material is needed for serious research
_____ c. indicate that there are several books in print on the subject
_____ d. assure the reader that he will receive the material promptly

16. Of the following the best reference tool for locating illustrations and portraits is:

_____ a. Readers' guide to periodical literature
_____ b. Book review digest
_____ c. Standard catalog for public libraries
_____ d. Subject guide to Books in Print

17. The following record can best help a library discover subject areas in its book collection that need strengthening:

_____ a. annual statistical report
_____ b. shelf list
_____ c. file of registered borrowers
_____ d. file of interlibrary loan requests

18. In selecting reference books, the librarian must rely mainly upon

_____ a. recommended lists of reference books
_____ b. book reviews
_____ c. personal knowledge of readers' needs
_____ d. publishers' circulars

19. The most important factor in determining whether or not to maintain a vertical (pamphlet) file is

_____ a. every good library should have one
_____ b. it is the easiest way to keep up-to-date information on subject of current interest
_____ c. it serves a specific need of the library
_____ d. it is the cheapest way to store unbound materials

20. The main advantage of asking the help of people in the community who have specialized knowledge of a subject is:

_____ a. it builds good will for the library
_____ b. it helps the library to save money on books
_____ c. it improves the library's ability to provide accurate information
_____ d. it saves the librarian's time in looking up information.

In the right-hand column, below, are listed four standard reference works. In the left-hand column, several distinguishing characteristic features found in one or more of them are given. Enter the number of the work in the space before each characteristic. (Question 21-24)

21 _____ intended as an aid in weeding the collection

22 _____ features topical arrangement

23 _____ alphabetically arranged

24 _____ provides suitable cataloging entries

1. Lincoln Library of Essential Information
2. Columbia Encyclopedia
3. Standard Catalog for Public Libraries
4. Books in Print
5. New York State Red Book

In the right-hand column below are listed several conventional library records. Information which a reference librarian might like to know appears in the left-hand column. Enter the number of the item in the right-hand column which best serves each use in the blank next to it. (Question 25-29)

25 _____ Does the library own a specific book?

26 _____ Are student readers finding the material they need in the library?

27 _____ Is the library answering more reference questions, or fewer?

28 _____ Does the library need additional copies of a book?

29 _____ Are there additional periodical titles to which the library should subscribe?

1. The annual statistical report.
2. The circulation record
3. The shelf list.
4. The card catalog.
5. Interlibrary loan record.
6. Record of books on reserve.

In the column at left, below, several types of information are listed. Possible sources for locating this information are listed in the column on the right. In the space preceding each item in the left-hand column, enter the number of the item in the right-hand column which can supply the information. (Question 30-34)

30 _____ Origin of the ice cream cone

31 _____ Portrait of the members of the State Legislature

32 _____ Maps of Assembly and State Senatorial Districts in New York State

33 _____ List of free and inexpensive materials available to libraries

34 _____ List of County Chairmen of the major political parties

1. Manual for the Use of the Legislature of the State of New York
2. World Almanac and Book of Facts
3. New York State Red Book
4. Information Please Almanac
5. Statistical Abstract of the United States
6. Official Checklist of New York State Publications

In the column at the left are features found in important reviewing tools. Several important book selection tools are listed in the column on the right. In the space preceding each item in the left-hand column, enter the number of the item in the right-hand column which can best supply the information. (Questions 35-38)

35 ______ Has comprehensive, author, title and subject index which analyzes contents of books

36 ______ Includes section on new books particularly recommended for small libraries

37 ______ Contains books of non-fiction only

38 ______ Contains biographical sketches of contemporary authors

1. Library Journal
2. Booklist and Subscription Books Bulletin
3. Standard Catalog for Public Libraries, 4th ed., 1958
4. Wilson Library Bulletin

In the following list of statements three of the responses are correct and one is incorrect. Check the incorrect item in each group. (Question 39-41)

39 _____ Every library should be able to supply material to its readers by:

______ a. using its own resources
______ b. borrowing from a neighboring library
______ c. borrowing from the library of Congress
______ d. borrowing from a state library or state library agency.

40 _____ The following are basic principles in developing good reference and information service:

______ a. The reference collection must be made up of the best books in the various areas of knowledge
______ b. The reference collection must contain current, reliable information
______ c. The librarian must know the books in order to make full use of their contents
______ d. Every library should maintain a pamphlet file.

41 ______ The following parts of a reference book should be examined in order to become familiar with its contents:

______ a. the fore-edge
______ b. the preface or introduction
______ c. the table of contents
______ d. the index

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COMMUNITY LIBRARIAN TRAINING PROGRAM
COURSE IN CHILDREN'S SERVICES
POST-TEST

1. Which one of the following criteria must all picture books meet (Check one.)

______ a) Vocabulary geared to grade level for which the book is intended
______ b) Illustrations are synchronized with the text
______ c) Poor text but good illustrations
______ d) Good text but poor illustrations

2. Children are more apt to find reading to fill their needs and interests if the fiction collection is:

______ a) arranged by grade
______ b) grouped according to type (dog, horse, etc.)
______ c) shelved alphabetically by author
______ c) interfiled with non-fiction

3. The attention span of pre-school children listing to a story is usually:

______ a) fifteen minutes
______ b) forty-five minutes
______ c) thirty minutes
______ d) an hour

4. When doing a replacement order which one of the following would be most suitable to give help?:

______ a) Children's Catalog
______ b) Hunting list
______ c) Booklist for Small Public Libraries
______ d) Bowker 3300 Best Books for Children

5. One of the best ways to get to know the children's reading needs in your community, is to:

______ a) observe the people who come to the library
______ b) check with local bookstores
______ c) interview the school superintendent
______ d) study census reports

6. A Dutch girl has entered her fifth grade and the teacher would like to read to the class a story which will give them an appreciation of modern Holland. Which book would you give to her:

______ a) Otto of the Silver Hand
______ b) Blue Willow
______ c) The Winged Watchman
______ d) The Big Wave

7. Which of the fiction titles in Column I are similar in theme, plot, setting or characterization to the picture-story books in Column II. Place the corresponding letter in Column I.

COLUMN I	COLUMN II
______ Rip and Royal	a) Tale of Peter Rabbit
______ Mr. Popper's Penguin's	b) Thumbelina
______ Little Pear	c) Horton Hatches the Egg
______ The Borrowers	d) Angus and the Ducks
______ The Tough Winter	e) Mei Lei
	f) Five Chinese Brothers
	g) Pelle's new suit

8. Check the one principle which must be followed by all picture book illustration:

______ a) portray things realistically
______ b) use much detail
______ c) truthfully follow the text
______ d) use bright clear colors

9. Check the four distinguishing characteristics of a well-written story.

adequate theme_____
happy ending ______
moral taught ______
distinctive writing style_____
lively plot_____
controlled vocabulary_______
good characterization_______
attractive format _______

10. In developing your library collection it is essential to know: (check one)

______ a) what books are not available in the school library
______ b) what children's books are most often purchased by parents in your community
______ c) the needs and interests of the community
______ d) what books are reviewed in the New York Times.

11. Which of these standard bookslists is most useful to community librarians:

______ a) Gateways to Readable Books
______ b) Reading Ladders for Human Relations
______ c) A Basic Book Collection for Elementary Grades
______ d) Children's Booklist for Small Public Libraries

12. In order to keep the collection up-to-date and in good physical condition weeding should be done:

______ a) daily
______ b) monthly
______ c) annually
______ d) every five years

13. A local organization demands that the librarian remove "Old Peter's Russian Tales" by Ransome. What should the librarian do?:

______ a) say that a library must have a representative collection
______ b) explain that these folktales have no political significance
______ c) keep the book in the closed shelves section
______ d) discard the book

14. A fifth grade boy likes only the Hardy Boys series but needs a book for a school report. Which title would you not suggest?:

- _____ a) Henry Reed, Inc.
- _____ b) Homer Price
- _____ c) Emil and the Detectives
- _____ d) Secret Garden

15. A fourth grade boy needs a book which tells about homemaking in pioneer days. Other fourth graders have taken all the non-fiction material but one of the following fiction books would give him the needed information. Check one:

- _____ a) The Matchlock Gun
- _____ b) The Courage of Sarah Noble
- _____ c) Winter Danger
- _____ d) Little House in the Big Woods

16. A fourth grade boy would like a science fiction book. Which of the following titles would not be appropriate:

- _____ a) Wonderful Flight to the Mushroom Planet
- _____ b) Miss Pickerel Goes to Mars
- _____ c) Space Cat Goes to Mars
- _____ d) Red Planet

17. Discussion of picture books used in a program should be held:

- _____ a) as questions arise during the story
- _____ b) before the story begins
- _____ c) after story is finished
- _____ d) not at all

18. Which one of the following books would you give to a second grader who wants "something on Norway"?

- _____ a) "Land and People of Norway"
- _____ b) "Ola" by d'Aulaire
- _____ c) "My Village in Norway"
- _____ d) "Pippi Longstocking" by Lindgren

19. Which one of these statements indicates that the book could not meet standards for good picture books?:

- _____ a) illustrations are not in color
- _____ b) text and illustration are not synchronized on the page
- _____ c) there is very little text
- _____ d) the text contains unfamiliar words

20. During the pre-school program the parent should be encouraged to:

- _____ a) leave the child with the librarian then get some books for herself
- _____ b) stay with the child to give him reassurance during the program
- _____ c) do errands in the neighborhood until the program is over
- _____ d) stay with the child to help keep discipline.

21. A collection in children's rooms must be of highest quality because:

_____ a) Exposure to good books develops a taste for good literature
_____ b) Parents expect the library to provide a wide selection of books
_____ c) Children prefer to read the classics
_____ d) Parents cannot afford to buy these books.

22. Which of the following would you give to a second grader requesting pictures of a foreign country:

_____ a) Five Chinese Brothers
_____ b) Make Way for Ducklings
_____ c) Crow Boy
_____ d) Land and People of Norway

23. The librarian is able to provide the most well-rounded collection of children's books by:

_____ a) purchasing the types of books most frequently requested by children
_____ b) buying materials to answer heavy school demands
_____ c) analyzing community needs
_____ d) purchasing types of books which get heavy circulation

24. Check the story which would be most appropriate for a fourth grade teacher to use to convey the need for tolerance of others:

_____ a) The Secret Garden
_____ b) The Wheel on the School
_____ c) The Happy Orpheline
_____ d) The Hundred Dresses

25. Your only copy of "Little House in the Big Woods" is returned with a badly damaged cover and loose pages. Should you:

_____ a) discard the book
_____ b) tape it, return it to the shelves
_____ c) place the title on your annual replacement list and discard the book
_____ d) discard it and order a new copy immediately

26. Which of the fiction titles in Column I might a librarian recommend as especially suitable for the various children in Column II. Place the corresponding letters in Column I.

COLUMN I

_____ A ten year old boy whose father is a migrant worker.
_____ A twelve year old girl who is a good, but reluctant, reader
_____ An eleven year old boy with reading problems
_____ An extremely shy girl who has no friends
_____ A nine year old girl has just discovered fantasy through "Doll's House"
_____ A third grade girl who wants stories about Colonial days
_____ A twelve year old boy who is crippled by polio
_____ A 12 year old boy who wants"another" baseball story.

COLUMN II

a. The Enormous Egg
b. Roosevelt Grady
c. The Runner
d. Roller Skates
e. Courage of Sarah Noble
f. A Lemon and a Star
g. Hit and Run
h. The Borrowers
i. Starman Jones
j. Secret Key
k. The Lucky Baseball Bat
l. Pilgrim Kate

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COMMUNITY LIBRARIAN TRAINING PROGRAM
COURSE IN REFERENCE SERVICES
POST-TEST

1. In deciding whether or not to transfer an earlier edition of a book from the reference to the circulating collection, the most important consideration is:

_____ a. demand for information on the subject
_____ b. the original cost of the book
_____ c. the accuracy of the information in it
_____ d. the condition of the book

2. In trying to locate information, a librarian should

_____ a. use all of the resources of the community, inside and outside of the library
_____ b. use only materials in the library
_____ c. use reference books only because of their reliability
_____ d. rely mainly upon interlibrary loan

3. The following periodical regularly contains detailed critical reviews of recent reference books

_____ a. Publishers' Weekly
_____ b. Library Quarterly
_____ c. ALA Booklist and Subscription Books Bulletin
_____ d. The Bookmark

4. Announcements of recently published pamphlets can be found in

_____ a. Vertical File Index
_____ b. Subscription Books Bulletin Reviews
_____ c. ALA Bulletin
_____ d. Book Review Digest

5. Publications of the U. S. Government on a particular subject can be found in

_____ a. Price Lists of Government Publications
_____ b. U. S. Reports
_____ c. Congressional Directory
_____ d. U. S. Government Organization Manual

6. Reliable reviews of new reference books regularly appear in

_____ a. Library Journal
_____ b. Literary Digest
_____ c. Library Trends
_____ d. ALA Bulletin

7. Portraits of prominent people are often found in

_____ a. Current Biography
_____ b. Who's Who in America
_____ c. Information Please Almanac
_____ d. Webster's Biographical Dictionary

8. A library can obtain the following publication free of charge from an assemblyman or state senator

_____ a. Congressional Record
_____ b. New York Reports
_____ c. Official Checklist of New York State Publications
_____ d. Manual for the Use of the Legislature of the State of New York

9. In order to give good reference service, the book collection in a small public library should

_____ a. include as many reference books as possible
_____ b. contain the latest books on every subject
_____ c. reflect the needs and interests of its readers
_____ d. be at least 60% non-fiction

10. If a reader asks a question about a subject that is unfamiliar to you

_____ a. tell him that the library does not have any information on it
_____ b. suggest that he ask for something through interlibrary loan
_____ c. send him to the card catalog while you consult an encyclopedia
_____ d. admit that you don't understand the question, and ask for more information

11. In order to give adequate reference service, a librarian should

_____ a. be familiar with the books in the library
_____ b. buy books from recommended lists
_____ c. have as large a collection as possible
_____ d. keep a record of reference questions

12. The first step in helping readers to locate information is to

_____ a. know how to use the card catalog
_____ b. consult an encyclopedia index
_____ c. find out, from the reader, what he wants specifically
_____ d. look up unfamiliar subjects in the dictionary

13. The most important point to consider in deciding whether or not to set up a vertical file is

_____ a. how large it will be
_____ b. how many readers will use it
_____ c. what information it will provide that is not elsewhere available
_____ d. what sources of pamphlet material are available

14. When requesting a specific book through interlibrary loan, a librarian should indicate

_____ a. whether the request is important
_____ b. whether it is listed in "Standard Catalog for Public Libraries"
_____ c. whether the author and title have been checked for accuracy
_____ d. whether the reader is a responsible person

15. When requesting information on a subject, through interlibrary loan, a librarian should

_____ a. verify the subject in the card catalog
_____ b. be certain that the reader understands the subject
_____ c. supply as much information as possible about the reader's needs
_____ d. explain why the library does not have more information on the subject

16. Of the following, the most useful record in determining weaknesses in the library's book collection is

_____ a. the card catalog
_____ b. a record of unanswered reference questions
_____ c. shelf list
_____ d. reserve file

17. A comparison of books on the same subject is useful in determining

_____ a. the reliability of the respective authors
_____ b. the variety of information available in the library
_____ c. the importance of a particular phase of the subject
_____ d. the need to buy additional copies of a book

18. A statement of the purpose and scope of a book can usually be found

_____ a. on the title page
_____ b. in the preface or introduction
_____ c. in the publisher's "blurb"
_____ d. in the index

19. If they are willing, people in the community with specialized knowledge of a subject can best help improve library service by

_____ a. selecting books for the library on that subject
_____ b. recommending books to those interested in the subject
_____ c. donating their old books to the library
_____ d. helping to weed the collection

20. In order to find out what the interests of the community are, the librarian should

_____ a. check the circulation record regularly
_____ b. ask regular borrowers for their recommendations
_____ c. read current book reviews
_____ d. read the local newspaper

In the right hand column below are listed several conventional library records. Information which a reference librarian might like to know appears in the left-hand column. Enter the number of the item in the right-hand column which best serves each use in the blank next to it. (Questions 21-25)

21. _____ Books in the library which contain information on a specific subject?

22. _____ Is a particular book for reference or circulating use?

23. _____ Does the library own more fiction or non-fiction titles?

24. _____ Does the library need to add more books on a specific subject?

25. _____ Does the library need additional copies of a book?

1. The annual statistical report.
2. The circulation record.
3. The shelf list.
4. The card catalog.
5. Interlibrary loan record.
6. Record of books on reserve.

In the column at the left are features found in important reviewing tools. Several important book selection tools are listed in the column on the right. In the space preceding each item in the left-hand column, enter the number of the item in the right-hand column which can best supply the information. (Questions 26-29)

26. _____ Has a separate section on free and inexpensive materials

27. _____ Publishes "annual reference issue" reviewing important reference books of the previous year

28. _____ Is often recommended as a weeding tool

29. _____ Publishes very detailed critical reviews of recently published reference books

1. Library Journal
2. Booklist and Subscription Books Bulletin
3. Standard Catalog for Public Libraries, 4th ed., 1958
4. Wilson Library Bulletin

In the column at left, below, several types of information are listed. Possible sources for locating this information are listed in the column on the right. In the space preceding each item in the left-hand column, enter the number of the item in the right-hand column which can supply the information. (Questions 30-34)

30. _____ Biographical sketches of wives of the U. S. Presidents

31. _____ Population of unincorporated communities in New York State

32. _____ Biographical sketches of Members of Congress from New York State

33. _____ Text of the Mayflower Compact

34. _____ Brief historical sketch of New York State Historical Association

1. Manual for the Use of the Legislature of the State of New York
2. World Almanac & Book of Facts
3. New York State Red Book
4. Information Please Almanac
5. Statistical Abstract of the United States
6. Official Checklist of New York State Publications

In the following list of statements three of the responses are correct and one is incorrect. Check the incorrect item in each group. (Questions 35-37)

35. The following are standard selection tools for reference books:

_____ a. Subscription books bulletin reviews
_____ b. Enoch Pratt Free Library. Reference books
_____ c. Cook. New library key
_____ d. Severns. Reference services in a small public library.

36. The following reference tools index articles in magazines:

_____ a. Readers' guide to periodical literature
_____ b. Index generalis
_____ c. Public affairs information service
_____ d. International index

37. Recent government publications are listed regularly in:

_____ a. Library journal
_____ b. Bookmark
_____ c. Vertical file index
_____ d. Official checklist of New York State Publications

In the right-hand column, below, are listed four standard reference works. In the left-hand column, several distinguishing characteristic features found in one or more of them are given. Enter the number of the work in the space before each characteristic. (Questions 38-41)

38. _____ contents arranged by Dewey decimal classification number

39. _____ contains detailed instructions for use in individual study projects

40. _____ much information presented in tabular form

41. _____ author and title entries in separate alphabets

1. Lincoln Library of Essential Information

2. Columbia Encyclopedia

3. Standard Catalog for Public Libraries

4. Books in Print

5. New York State Red Book

The University of the State of New York
The State Education Department
THE NEW YORK STATE LIBRARY
LIBRARY EXTENSION DIVISION
Albany 12224

3/65

PRE AND POST-TESTS RESULTS*

Reference: Wellsville

	PRE		POST		
Student	# Correct	% Correct	#Correct Responses	% Correct	%Inc. or Decrease
A	19	46.4	27	65.9	42.1
B	20	48.8	21	51.2	5.0
C	13	31.7	20	48.8	53.8
D	13	31.7	20	48.8	53.8
E	20	48.8	15	36.6	-25.0
F	19	46.4	27	65.9	42.1
G	27	65.9	27	65.9	
H	25	61.0	25	61.0	
I	20	48.8	25	61.0	25.0
J	25	61.0	27	65.9	8.0
K	28	68.3	23	56.1	47.9
L	23	56.1	28	68.3	21.7
M	17	41.5	26	63.4	52.9
N	12	29.3	26	63.4	116.7
O	20	48.8	28	68.3	40.0
P	20	48.8	23	56.1	15.0
Q	20	48.8	27	65.9	35.0

*Before entering the results of the pre and post tests, the reader is once again reminded that some difficulties were experienced in the administration of the tests. This fact accounts for some of the unusually high scores in the control groups. Also, because of these mechanical problems, a meaningful statistical analysis was not really possible. The results, however, have been referred to and utilized in the text of the report and for that reason they are entered here as part of the report.

PRE AND POST-TEST RESULTS

Reference: Lockport

	PRE		POST		
Student	# Correct	% Correct	#Correct Responses	% Correct	%Inc. or Decreas
A	20	48.8	23	56.1	15.0
B	20	48.8	27	65.9	35.0
C	15	36.6	16	39.2	6.7
D	26	63.4	30	73.2	15.4
E	17	41.5	22	53.7	29.4
F	22	53.7	25	61.0	13.6
G	15	36.6	27	65.9	80.0
H	17	41.5	26	63.4	52.9
I	29	70.7	36	87.8	24.1
J	23	56.1	25	61.0	8.7
K	30	73.2	34	82.9	13.3
L	28	68.3	25	61.0	-10.7
M	28	68.3	35	85.4	25.0
N	24	58.5	25	61.0	4.2
O	31	75.6	28	68.3	- 9.7
P	28	68.3	29	70.7	3.6
Q	27	65.9	32	78.0	18.5
R	24	58.5	25	61.0	4.2
S	26	63.4	32	78.0	23.1
T	19	46.4	21	51.2	10.5

PRE AND POST-TESTS RESULTS

Reference: Control Group
Southern Adirondack

	PRE		POST		
Student	# Correct	% Correct	#Correct Responses	% Correct	%Inc. or Decrease
A	27	65.9	29	70.7	7.4
B	16	39.2	18	43.9	12.5
C	26	63.4	23	56.1	-11.5
D	27	65.9	23	56.1	-14.8
E	34	82.9	29	70.7	-14.7
F	21	51.2	26	63.4	23.8
G	29	70.7	22	53.7	-24.1
H	28	68.3	20	48.8	-28.6

PRE AND POST-TEST RESULTS

Reference: Control Group
Albany

	PRE		POST		
Student	# Correct	% Correct	#Correct Responses	% Correct	%Inc. or Decrease
A	15	36.6	25	61.0	66.7
B	7	17.1	18	43.9	157.1
C	20	48.8	29	70.7	45.0
D	15	36.6	30	73.2	100.0
E	13	31.7	25	61.0	92.3
F	12	29.3	17	41.5	41.6
G	4	9.8	29	70.7	625.0
H	11	26.8	23	56.1	109.1
I	10	24.4	15	26.6	50.0
J	8	19.5	14	34.1	75.0
K	11	26.8	17	41.5	54.5
L	14	34.1	16	39.2	14.3

PRE AND POST-TEST RESULTS

Children's Literature
Oneonta

	PRE		POST		
Student	# Correct	% Correct	#Correct Responses	% Correct	%Inc. or Decrease
A	22	55.0	26	65.0	18.2
B	29	72.5	30	75.0	3.4
C	24	60.0	26	65.0	8.3
D	23	58.5	27	67.5	17.4
E	18	45.0	19	47.5	5.6
F	25	62.5	26	65.0	4.0
G	21	52.5	30	75.0	42.9
H	23	58.5	30	75.0	30.4
I	23	58.5	25	62.5	8.7
J	22	55.0	24	60.0	9.1
K	21	52.5	20	50.0	- 4.8
L	21	52.5	21	52.5	
M	26	65.0	27	67.5	3.8
N	22	55.0	25	62.5	13.6
O	24	60.0	22	55.0	- 8.3
P	20	50.00	20	50.0	
Q	21	52.5	19	47.5	- 9.5

PRE AND POST-TEST RESULTS

Children's Literature
Watertown

		PRE		POST	
Student	# Correct	% Correct	#Correct Responses	% Correct	%Inc. or Decrease
A	26	65.0	17	42.5	-34.6
B	19	47.5	15	37.5	-21.1
C	22	55.0	22	55.0	
D	24	60.0	20	50.0	-16.7
E	23	58.5	25	62.5	8.7
F	23	58.5	21	52.5	- 8.7
G	25	62.5	21	52.5	-16.0
H	20	50.0	18	45.0	-10.0
I	25	62.5	24	60.0	- 4.0
J	21	52.5	19	47.5	- 9.5
K	22	55.0	20	50.0	- 9.1
L	20	50.0	19	47.5	- 5.0
M	15	37.5	14	35.0	- 6.7
N	20	50.0	21	52.5	5.0
O	26	65.0	23	58.5	-11.5
P	20	50.0	28	70.0	40.0
Q	28	70.00	23	58.5	-17.9
R	20	50.0	23	58.5	15.0
S	21	52.5	25	62.5	19.0
T	24	60.0	17	42.5	-29.2
U	20	50.0	19	47.5	- 5.0
V	19	47.5	20	50.0	5.3

PRE AND POST-TEST RESULTS

Children's Literature
Binghamton

Student	PRE # Correct	 % Correct	POST #Correct Responses	 % Correct	 %Inc. or Decrease
A	27	67.5	23	58.5	-14.8
B	18	45.0	19	47.5	5.6
C	14	35.0	13	32.5	-7.1
D	24	60.0	24	60.0	
E	20	50.0	18	45.0	-10.0
F	20	50.0	22	55.0	10.0
G	27	67.5	24	60.0	-11.1
H	27	67.5	26	65.0	- 3.7
I	35	87.5	31	77.5	-11.4
J	18	45.0	17	42.5	- 5.6
K	21	52.5	22	55.0	5.8
L	21	52.5	21	52.5	
M	20	50.0	17	42.5	-15.0
N	23	58.5	19	47.5	-17.4
O	21	52.5	20	50.0	- 4.2
P	21	52.5	22	55.0	4.8
Q	30	75.0	27	67.5	-10.0
R	19	47.5	22	55.0	15.8
S	21	52.5	20	50.0	- 4.8
T	20	50.0	11	27.5	-45.0
U	22	55.0	18	45.0	-18.0
V	14	35.0	14	35.0	
W	26	65.0	16	40.0	-38.5
X	26	65.0	34	85.0	30.8
Y	20	50.0	21	52.5	5.0
Z	30	75.0	20	50.0	-33.3
A_1	17	42.5	19	47.5	11.8

PRE AND POST-TEST RESULTS

Children's Literature
Control Group
Albany

	PRE		POST		
Student	# Correct	% Correct	#Correct Responses	% Correct	%Inc. or Decrease
A	23	58.5	16	40.0	-30.4
B	18	45.0	27	67.5	50.0
C	24	60.0	21	52.5	-12.5
D	30	75.0	26	65.0	-13.3
E	26	65.0	23	58.5	11.5
F	19	47.5	21	52.5	10.5
G	22	55.0	25	62.5	13.6
H	28	70.0	14	35.0	-50.0
I	21	52.5	11	27.5	-47.6
J	18	45.0	15	37.5	-16.7
K	25	62.5	21	52.5	-15.0
L	21	52.5	17	42.5	-14.3

PRE AND POST-TEST RESULTS

Children's Literature
Southern Adirondack
Control Group

	PRE		POST		
Student	# Correct	% Correct	#Correct Responses	% Correct	% Inc. or Decrease
A	25	62.5	17	42.5	-32.0
B	27	67.5	9	22.5	-66.7
C	28	70.0	19	47.5	-32.1
D	27	67.5	18	45.0	-33.3
E	26	65.0	29	72.5	11.5
F	20	50.0	15	37.5	-25.0
G	28	70.0	18	45.0	-35.7
H	29	72.5	27	67.5	6.9

APPENDIX C

Post Meeting Reaction Sheets

1. Reference
2. Children's Literature

Community Librarian's Training Course
Participant Evaluation

Name______________________________ Library______________________________

Course:______________________________ Where Taken______________________________

Directions: It is not necessary to give your name if you don't wish. We are essentially interested in your honest opinion. Your comments and suggestions are needed to continually improve the quality of Community Librarian's Training.

1. At this time how would you evaluate:

a. the course in general:

Excellent	Good	Fair	Acceptable	Poor

Comment:

b. the Instructor:

Excellent	Good	Fair	Acceptable	Poor

Comment:

c. the content:

Excellent	Good	Fair	Acceptable	Poor

Comment:

d. the methods of presentation:

Excellent	Good	Fair	Acceptable	Poor

Comment:

e. the organization of the course:

Excellent	Good	Fair	Acceptable	Poor

Comment:

f. the location-where course was given:

Excellent	Good	Fair	Acceptable	Poor

Comment:

g. the homework assignments:

Excellent	Good	Fair	Acceptable	Poor

Comment:

h. the Time the course was given:

Excellent	Good	Fair	Acceptable	Poor

Comment:

i. the length of the course:

Excellent	Good	Fair	Acceptable	Poor

Comment:

2. In what way could the course have been more helpful to you?

3. In what way could each of the sessions have been more helpful to you?

Session 1

Session 2

Session 3

Session 4

4. What would you consider the most valuable and helpful content and activities to include in such a course for the Community Librarians?

5. "If you had it to do over would you want to attend this course?"
Yes____ Not Sure____ No____

Why did you respond as you did?

6. What suggestions would you have for future courses?

COMMUNITY LIBRARIAN'S TRAINING COURSES
POST MEETING REACTION SHEET ANALYSIS
REFERENCE

(N=24)

QUESTION 1. At this time how would you evaluate:

a. The course in general:

Excellent (11) Good (12) Fair (1) Acceptable (0) Poor (0)

b. The Instructor:

Excellent (14) Good (10) Fair (0) Acceptable (0) Poor (0)

c. The Content:

Excellent (9) Good (13) Fair (2) Acceptable (0) Poor (0)

d. The methods of presentation:

Excellent (9) Good (14) Fair (1) Acceptable (0) Poor (0)

e. The organization of the course:

Excellent (10) Good (13) Fair (1) Acceptable (0) Poor (0)

f. The location-where course was given:

Excellent (12) Good (11) Fair (0) Acceptable (1) Poor (0)

g. The homework assignments:

Excellent (5) Good (17) Fair (2) Acceptable (0) Poor (0)

h. The Time the course was given:

Excellent (8) Good (15) Fair (1) Acceptable (0) Poor (0)

i. The length of the course:

Excellent (5) Good (11) Fair (5) Acceptable (3) Poor (0)

COMMUNITY LIBRARIAN'S TRAINING COURSES
POST MEETING REACTION SHEET ANALYSIS
CHILDREN'S

(N=42)

QUESTION 1. At this time how would you evaluate:

a. The course in general:

Excellent (26) Good (14) Fair (2) Acceptable (0) Poor (0)

b. The Instructor:

Excellent (32) Good (10) Fair (0) Acceptable (0) Poor (0)

c. The content:

Excellent (20) Good (20) Fair (1) Acceptable (0) Poor (1)

d. The methods of presentation:

Excellent (23) Good (16) Fair (2) Acceptable (0) Poor (1)

e. The organization of the course:

Excellent (21) Good (19) Fair (1) Acceptable (0) Poor (1)

f. The location-where course was given:

Excellent (18) Good (18) Fair (3) Acceptable (3) Poor (0)

g. The homework assignments:

Excellent (14) Good (21) Fair (5) Acceptable (1) Poor (1)

h. The Time the course was given:

Excellent (17) Good (22) Fair (2) Acceptable (1) Poor (0)

i. The length of the course:

Excellent (13) Good (26) Fair (3) Acceptable (0) Poor (0)

APPENDIX D

Pre & Post Checklists

1. Reference
2. Children's Literature

Name of Library____________________ Name of Librarian____________________

CHILDREN'S CHECKLIST

Evaluation -- Community Librarian's Training Course -- Children's Services
Progress Report -- Six months later

If you wish to expand your answers use reverse side of paper, being sure to indicate the question number. To be of value, the questions must be truthfully answered -- even it it hurts!!

- -

1. Have you set aside, or will you ask to be set aside, a specific portion of the total book budget for children's books?

2. Have you checked your shelf list against all the titles in "Children's Booklist for Small Public Libraries?

3. In checking against the "Children's Booklist," which areas did you find weakest in your collection -- picture books, fairy tales, etc.?

4. Have you ordered any titles from the "Children's Booklist" in the last six months?

5. Have at least 50% of your purchases in the past six months been replacements or additional titles from the "Children's Booklist" or other standard replacement aids?

6. Give a rough estimate of the number of books you have weeded because of condition, out-of-dateness, etc. in the last six months.

7. Approximately how many gift books have you added to your collection in the past six months? Are they titles which you would have purchased?

8. Has a book selection policy been written for your library which would also apply to children's books?

9. Does your collection contain series such as Hardy Boys, Nancy Drew, and the Bobbsey Twins? If "Yes", why?

10. Does your collection contain abridged editions of classics such as Treasure Island, Twenty Thousand Leagues Under the Sea, etc.? If so, why?

11. Do you have Walt Disney or Golden book editions of fairy tales or books such as Peter Pan and Mary Poppins?

12. Have any changes been made in the location of your children's collection, in the arrangement of the collection, in the last six months?

13. Have you made any community contacts in the past six months which increased the use of the library?

14. Did you introduce any new service programs to your community such as film programs, pre-school story hour, in the last six months?

15. How many children's books would you estimate that you have read in the past six months?

16. Put a check beside the titles which you have in your collection:

_____Homer Price
_____Little House in the Big Woods
_____Pippi Longstocking
_____Hundred Dresses
_____Just So Stories
_____The Borrowers
_____Miss Pickerell Goes to Mars
_____The Lion, The Witch and Wardrobe
_____The Moffats
_____Henry Higgins

me of Library_____________________ Name of **Librarian**__________________

te of Visit________________________ Consultant______________________________

REFERENCE SERVICE
CHECKLIST

Location of reference collection

A. Near Charging desk? _____
B. Telephone service? _______
C. Other (Describe) _______

Composition of Collection

A. All age groups? _____
B. Divided -- children and adult? _____
C. Current, up-to-date material?______
D. Marked as non-circulating? _______

. Basic books, latest edition

A. Books in Print _____
B. Information Please Almanac _____
C. Manual for the Use of the Legislature of the State of New York_____
D. New York State Red Book _____
E. Official Checklist of New York State Publications _____
F. Standard Catalog for Public Libraries, 4th ed. 1958; 1959-63 Supplement_____
G. Statistical Abstract of the United States _____
H. A one-volume encyclopedia (less than three years old)_____
I. A standard abridged dictionary (less than three years old)_____
J. An unabridged dictionary (less than five years old) _____
K. An adult encyclopedia (less than three years old) _____
L. A juvenile encyclopedia (less than three years old) _____

4. Non-book material

A. Vertical file? _____
    1. Weeded? _____ Date?_____
    2. Subject headed? _____ Subject heading authority?________

B. Periodicals? _____
    1. How long kept?____
    2. Indices (specify) ____________________________________

C. Newspapers
    1. How long kept?____
    2. Clipped? _______
    3. Indexed? _______

D. Local history materials?_____
E. Other sources of reference answers
    1. System?_____
    2. Business and industrial libraries?_____
    3. School and College libraries?_____
    4. Experts in community? _____
    5. Other? (Describe)____

Users of reference service

A. Primarily adult? _____
B. Primarily young adult?_____
C. Primarily children?_____
D. Primarily school-related?_____

6. Selection of reference materials

A. Done by librarian?_____
B. Tools used
    1. Booklist _____
    2. Wilson Library Bulletin_____
    3. Library Journal _____
    4. System notes_____
    5. Other____

7. Statistics

A. Does the number of reference questions show a steady increase?_____
B. Are statistics kept used for purposes other than the annual report requirements? _____
C. Are questions broken down by Dewey or some other method to show areas of use? _____
D. Is a record kept of unanswered questions? _____
    If so are they used to
    1. Guide book selection_____
    2. Study the existing collections more intensively_____
E. Is the greater number of requests author-title? _____ Subject?_____
F. Is there an increase in interlibrary loan use? _____
G. Does the librarian generally supply adequate information on inter-library loan citations? _____

8. Publicity

A. Is there regular newspaper coverage of the library's resources?_____
B. Are reference materials used in special displays and exhibits as well as circulating material? _____
C. Other?____

brary's use of community resources

Does the library attempt to collect up-to-date material about the local community?

1. Reports of local government? If so, identify:____________________
   ____
   ____
2. Does the library have a record of current local officials? _____
3. Does the librarian use local newspapers to satisfy requests for information? _____
4. Does the library have a recent map of the community? _____
5. Does the library maintain any special sources of information on the community? If so, identify:____________________________
   ____
   ____

Does the library draw upon the specialized knowledge of local resource people?

1. Public officials_____
2. Teachers_____
3. Others (Identify) ____

APPENDIX E

Course Outlines and Materials

1. Reference
2. Children's Literature
3. Young Adult Services
4. Adult Services
5. Library Administration

The University of the State of New York
The State Education Department
THE NEW YORK STATE LIBRARY
LIBRARY EXTENSION DIVISION
Albany 12224

COMMUNITY LIBRARIANS TRAINING COURSE

Reference Service

Purpose of course:

To define reference service and its place in the small community library.

To identify sources of information used in reference service.

To examine and discuss some important reference tools.

To be achieved through lecture, discussion, and assigned homework.

Materials for distribution:

	"How to study reference books". Winchell, Guide to reference books, 7th ed., 1951.
	Please! Don't throw away your backbone.
	The reference interview.
Severns	Reference services in a small public library (Small Libraries Pam. no. 9), and supplements.
	Some pointers in reference service for the small public library.

Materials for inspection and lean:

A.L.A.	Subscription books bulletin reviews, 1956-1960; 1960-1962; 1962-1964.
Ball	Subject headings for the information file. 8th ed., 1956
Enoch Pratt Free Lib.	Reference books, 5th ed., 1962.
Gates	Guide to the use of books and libraries, 1962.
Hutchins	Introduction to reference work, 1944.
Ireland	Pamphlet file in school, college, and public libraries, Rev. and enl. ed., 1954.
U. of Ill. Lib. Sch.	Library as a community information center (Allerton Park Institute #4). 1959.

COMMUNITY LIBRARIANS TRAINING COURSE

Reference Service

Students' Outline

Session I

What is a public library for?
What is reference work?
What is a reference question?
How to promote reference service.
The value of records and statistics.

Assignment I

Read: Reference services in a small public library.
The reference interview.

Fill out: Resources questionnaire

Select a reference book or an adult non-fiction book suitable for reference use from your collection. Bring it with you to the next session.

Select a reference question which has come to your library and which entailed more than a short answer readily found in an encyclopedia. Tell how you analyzed the question, where you looked for information (tell what material did not prove useful), and where the answer was located. Be prepared to present your question and sources of information briefly to the class starting at Session II. Discussion will follow. A written report on at least one question is required during the course.

Session II

Discussion of Resources questionnaire.
How to study reference books for use.
The information file: a technique.

Assignment II

Read: "How to study reference books".
The vertical file (SLP #9, supp. C).

Select two books from your library's reference collection (single volumes only) or adult non-fiction collection. Prepare a written evaluation of each of them, using the criteria outlined in "How to study reference books". These are to be turned in.

Session III

Free and inexpensive materials; government publications.
Their use as reference tools.
Maintaining the vertical (pamphlet) file.
Finding and using community resources.

AssignmentIII

Read: Don't throw away your backbone!
Complete Community questionnaire.

Prepare a frank, unsigned evaluation of this course, stressing how it could have been more helpful to you.

Session IV

Discussion of Community questionnaire.
Periodicals as reference tools.
Developing a periodical collection.
Course summary
Opportunities for further training in reference work.

COMMUNITY LIBRARIANS TRAINING COURSE

Reference Service

Resources Questionnaire

Use the following symbols:
2=frequently, 1=occasionally, 0=seldom or never.

1. Who uses your library?

   a. Adults
   ________For recreation - fiction and non-fiction.

   To find information on
   ________business or profession
   ________meeting social obligations
   ________formal course work

   b. Young adults (high school age)
   ____________For recreation - fiction and non-fiction
   ____________For assistence in doing school assignments
   ____________For non-school study or vocational interest

   c. Children (below high school age)
   _______For recreation - fiction and non-fiction
   _______For assistance in doing school assignments

2. How does the library collection reflect this use? (See your library's latest annual report)

   a. In your adult collection, which is more numerous?
   __________fiction _________non-fiction

   b. In your juvenile collection, which is more numerous?
   _________fiction _________non-fiction

3. In what subjects is your adult non-fiction collection strongest?

4. What books in your reference collection are used most:

   a. By the public? (List 5)

   b. By the library staff? (List 5)

5. What other agencies do people in your community use to find information?

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Community Questionnaire

Answer the following questions, and tell where you found the information:

1. What political subdivisions do you live in?

    a. Village
    b. Town
    c. Congressional district
    d. Assembly district
    e. Senatorial (state) district

2. Who is the chief administrative officer of your village and town? What is his title? When was he elected? How long is his term of office?

3. Who is your Congressman?

4. Who is your Assemblyman?

5. Who is your State Senator?

6. What kind of published report is there for your village? Town? County?

7. Does your library have them? If not, where can they be found?

8. Does your library have a street map of your locality? ________
How recent is it? ____________________ Who published it?

9. Is there a medical referral service in your community? Where?

10. Is there a legal referral service in your community? Where?

11. Where would you refer people seeking the following information:

    a. Ownership of a vacant lot?

b. Identification of a historical landmark in the county?

c. Information on veterans' benefits?

d. Information on social secutity benefits?

e. A local stamp collectors' club?

12. Examine your local classified directory. What general information does it contain?

13. Examine your local newspaper for a period of several days.

a. What information of reference value do you find?

b. Does this paper have an information service, or issue any publications about the community? If so, describe.

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SOME POINTERS
ON
REFERENCE SERVICE FOR THE SMALL PUBLIC LIBRARY

ROLE OF THE PUBLIC LIBRARY - to supply materials and services for information, education, cultural development and research. The public library must make its resources known to the community through good public relations and publicity.

REFERENCE SERVICE- one of the most important functions of the public library. Reference work is simply helping library users find informations. A carefully selected collection of reference tools, organized and arranged for convenient use, is essential. Instructing readers in the use of these tools is also an important part of reference work.

A REFERENCE BOOK is one that is intended to be used for locating specific information rather than to be read through from cover to cover.

The most basic items in a reference collection are: a good encyclopedia; an unabridged dictionary; and the World Almanac. With these tools it is estimated that over 90 per cent of the questions in a small public library can be answered.

You need to know the reference services available in other local libraries and the special needs of your community.

SELECTION - For guidance in selecting reference books, consult the following:

- The Booklist and Subscription Books Bulletin
- Library Journal
- Wilson Library Bulletin
- Saturday Review
- Newspaper book review sections
- Library system members can consult system headquarters.

REFERENCE TECHNIQUES - Success in helping people find information depends on:

- Possession of the right reference materials
- Librarian's knowledge of how to get the most out of them
- Librarian's ability to find out the reader's specific need
- Knowledge of sources of information outside the library

OTHER REFERENCE SOURCES - For adequate reference service utilize all the resources of the library. The general circulation collection can answer many questions, and a card catalog with subject entries is of great assistance in locating specific information.

INFORMATION FILE - An information file, or a vertical file, consisting of pamphlets and clippings is a valuable supplement to the reference book collection. It may also contain travel information, maps, pictures, school catalogs, and other non-book materials. Subject headings should be written on the materials contained in the file, For uniformity, record the subject headings used. Weed the file regularly and frequently. Date each item as it is entered into the file to facilitate weeding.

GOVERNMENT PUBLICATIONS offer valuable information. You should receive free!

Selected United States Publications (semi-monthly)
Checklist of Official Publications of the State of New York
or The Bookmark for listings of state publications.
Proceedings of your county board of supervisors
Town, village annual reports

LOCAL HISTORY - A local history collection is one of the small public library's important services to its community. Local history materials are of particular value to students studying their community, to town officials and all residents interested in the area. Collect non-book materials, including pictures of local buildings, articles about the community clipped from newspapers and periodicals, pamphlets and informative materials about local organizations and special events. When building your collection, be selective. Know your town historian. Get to know the resources of other local history collections in the vicinity.

PERIODICAL INDEXES - of value to even the very small public library. Make use of either the complete or abridged edition of Reader's Guide to Periodical Literature to locate articles on specific subjects.

INTER-LIBRARY LOANS - One measurement of the quality of library service in small libraries is the extent of its requests for inter-library loans. All libraries should attempt to obtain materials wanted by their patrons and not available locally.

RECORDS - of the number and type of questions asked and answered should be kept. Records are helpful in book selection. They indicate the needs of your community and can help to determine the size and scope of the reference collection .

Some libraries find it time saving to keep an alphabetical list of difficult reference questions by subject to indicate where information was found.

PUBLICITY - Advertise your reference books and services widely.

FOR A MORE THOROUGH BACKGROUND in reference work, borrow from the New York State Library, Division of Library Extension.

1. Hutchins, Margaret. Introduction to Reference Work.
2. Shores, Louis. Basic Reference Books.

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PLATTSBURGH, NEW YORK

MAY 1963

REFERENCE WORK, BY MAIL

From our subterranean library at system headquarters, reference service is available to all borrowers at member libraries and to bookmobile patrons!

With our fast-growing central collection, scheduled to exceed 100,000 volumes within a few years, plus the use of State Library books on inter-library loan, readers in Clinton, Essex and Franklin counties have at their beck and call many more books than they see on the shelves of their local library.

That's where the reference service comes in! The little white "request" cards pour in regularly, along with phone calls and assorted bits and scraps of paper with cryptic notations. The standard "request" card is used for all varities of requests, from simple titles to specific factual information or subject book material.

There are many pitfalls in trying to match book and reader when you're communicating by mail instead of person-to-person. Of course, simple title and author requests can be handled with dispatch - that is, if they're complete and accurate. It's the subject requests that call for imagination and long-distance mind-reading!

One day last month a fragment of paper with "color philosphy" scrawled on it, along with the requester's name and address, appeared in the stack of requests. Consultations among staff members and a rather ineffectual try at long-range telepathy produced a book on race relations which was promply mailed out to the young lady who sent in the request. This clarified her thinking quickly, for what she actually wanted was a study of the psychological effects different colors have on people. She got it, too! But the incident clearly demonstrated to us that, in reference work one guess is not as good as another.

All too many people try to "simplify" the librarian's work by making their requests about a broad and general field - asking for a book about constitutional history, perhaps, when what they really want to know is the number of amendments to the constitution. And most dictionaries could answer that one!

Detective work is in order when someone asks for a book "about". What the patron asks for and what he wants are not always included in the same book. Recently a young boy asked for a book about birds - and there are many of those - but what he really wanted to know was what to feed the baby bird he rescued that morning. The moral of this story is simply this: every little item or fact that you can squeeze out of your patron and on to the little white "request" card will be to your advantage and to his! You'll then get quicker and better book and reference service to pass on to your patron.

Here are some specific suggestions:

1. For title and author, be as accurate as you possibly can. There are 15,000 books published in the United States alone every year so that a casual approximation wastes a lot of time. Whenever the date is known, include it. That's a great help, even if it's only to say "new".

2. When a specific book is asked for, note on the "request" card whether the patron wants it reserved if it's not immediately available, since the State Library holds requests for two months, or whether he would like a substitute book on the same subject, or whether he wants neither of these alternatives but just wants to forget the whole thing!

3. For a subject request, try to elicit the specific information wanted; the purpose if it's relevant to finding the right information; and the level of the request - high school, college, general reading, technical or professional.

And if we don't send the right book, please do let us know! There are thousands more to choose from!

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Reference Service

HOW TO STUDY REFERENCE BOOKS

Only constant and practical use of a reference book will make a student thoroughly familiar with its character and use, but the following suggestions will help him in his preliminary examination of the book.

1. Examine title page carefully for information as to
   - a) scope of work as indicated in title
   - b) author's name
   - c) author's previous record (often indicated by list of degrees, positions, titles of earlier works, etc.)
   - d) publisher
   - e) date of publication. Check date of publication by reference to copyright date and date of preface; while these dates offer no absolute guarantee of the date of information in the book they sometimes help in determining this, especially in cases where they are considerably earlier than the imprint date.

2. Read preface or introduction for
   - a) further information as to scope of work
   - b) special features claimed
   - c) limitations, if any
   - d) comparison with other books on the same subject.

3. Examine book itself for
   - a) arrangement
   - b) Kind of entry
   - c) cross references, i.e., extent to which included, whether given in main work or in separate list, etc.
   - d) supplementary lists, noting number and kind and how connected with main work
   - e) indexes, noting fullness and exactness of reference
   - f) quality and kind of articles, noting whether they are popular or scientific, signed or unsigned, impartial or biased, and especially whether they are equipped with satisfactory bibliographical references in the form of either appended bibliographies, references throughout the text or bibliographical footnotes. Several articles should be read carefully, compared with similar articles in other books. The student should, if possible, look up some subjects upon which he has either some special knowledge or means of securing accurate information. However important the form and convenience of arrangement of a reference book may be, the trustworthiness of its information is of still greater importance, and a knowledge of its comparative accuracy or inaccuracy is fundamental to any real knowledge of the book.

4. In examining both preface and articles note any evidence of lack of impartiality; e.g., if the book deals with a controversial subject, religious, political, etc., does it represent only one side; or, in the case of a biographical work, are the selection of names , kind and length of article, etc., determined in any way by the desire to secure subscribers.

5. In studying the arrangement of a book, note the possibility of variation in books which follow the same general arrangement; e.g., in a work arranged alphabetically, note what rules for alphabetizing have been followed. Among encyclopedias, for example, the Britannica and the Americana follow different rules, and the student who does not observe that fact may miss the article for which he is looking. The alphabetizing of words containing an umlauted vowel is a possible source of confusion in many books, and in foreign reference books, in general, one should always remember points in which the foreign alphabetizing differs from the English.

6. If the work in question purports to be a new edition, note carefully the extent of revision claimed for it and check this by comparison with earlier editions. New or revised editions often present very special difficulties, and the examination should be extended enough to determine whether the revision is
   a) so complete and thorough that it supersedes the earlier work
   b) thorough, but with the omission of some material included in the earlier work which is still useful, in which case the two editions may have to be used together, or
   c) so insufficient and superficial that the earlier edition is still to be preferred.

   A reference worker needs such information about a book for two purposes:
   1) to decide whether or not the book should be purchased
   2) to be able to explain to readers who ask for a so-called new edition why its purchase was not considered advisable

Winchell. Guide to Reference Books 7th Ed.
p. xvi-xvii

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COMMUNITY LIBRARIANS' TRAINING COURSE

Reference Service

Book Evaluation Form

Author:

Title and edition:

Copyright date: Publication date:

Place: Publisher:

Number of pages:

What information did the title page provide which helped you to evaluate the book? (see HOW TO STUDY REFERENCE BOOKS, 1.)

Was the preface or introduction written by the author? If not, who did write it? Can you find any information on the person who prepared it?

What information about the purpose of the book, its scope, arrangement and any special features did you find in the preface or introduction? (See HOW TO STUDY REFERENCE BOOKS, 2, 4, 6).

Examine the body of the book, its indexes and appendixes. If possible, compare it with another book (give author, title, date) in your collection for completeness, timeliness of information, differences in approach. (See HOW TO STUDY REFERENCE BOOKS, 3, 4, 5).

Try to find a review of the book. What information did it supply that was helpful to you? Was the reviewer identified? If so, do you have any information on him, her in your library?

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COMMUNITY LIBRARIANS TRAINING COURSE

Reference Service

______ Your completed course assignments are enclosed.

In order to receive a letter of completion, the following additional assignments are required:

______ Resources questionnaire (Copy enclosed).

______ ______ book evaluations (Forms enclosed).

______ Report on a reference question.

______ Community questionnaire (Copy enclosed).

______ Make-up assignment (because of absence) as follows:

____

____

____

______ You will receive your letter of completion shortly.

I hope that you have found the course helpful.

Robert P. Stewart
Public Library Consultant

Rev. 3/65
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Name of Library______________________________Name of Librarian________________________

Date of Visit______________________________Consultant____________________

REFERENCE SERVICE CHECKLIST

1. Location of reference collection

A. Near Charging desk?______
B. Telephone service?______
Other (Describe)____

2. Composition of collection

A. All age groups?______
B. Divided - children and adult?______
C. Current, up-to-date material?______
D. Marked as non-circulating?______

3. Basic books, latest edition

A. Books in Print ______
B. Information Please Almanac ______
C. Manual for the Use of the Legislature of the State of New York ______
D. New York State Red Book ______
E. Official Checklist of New York State Publications ______
F. Standard Catalog for Public Libraries, 4th ed., 1958; 1959-63 Supplement ______
G. Statistical Abstract of the United States ______
H. A one-volume encyclopedia (less than three years old) ______
I. A standard abridged dictionary (less than three years old) ______
J. An unabridged dictionary (less than five years old) ______
K. An adult encyclopedia (less than three years old) ______
L. A juvenile encyclopedia (less than three years old) ______

4. Non-book material

A. Vertical file? ______
  1. Weeded?______Date?______
  2. Subject headed?______Subject heading authority?____________
B. Periodicals?______
  1. How long kept?____
  2. Indices (specify)____
C. Newspapers
  1. How long kept?____
  2. Clipped?______
  3. Indexed?______
D. Local history materials? ______
E. Other sources of reference answers
  1. System?--______
  2. Business and industrial libraries?______
  3. School and college libraries?______
  4. Experts in community?______
  5. Other? (Describe) ____

5. Users of reference service

A. Primarily adult?______
B. Primarily young adult?______
C. Primarily children?______
D/ Primarily school-related?______

6. Selection of reference materials

A. Done by librarian?______
B. Tools used
   1. Booklist______
   2. Wilson Library Bulletin______
   3. Library Journal______
   4. System notes______
   5. Other____

7. Statistics

A. Does the number of reference questions show a steady increase?______
B. Are statistics kept used for purposes other than the annual report requirements? ______
C. Are questions broken down by Dewey or some other method to show areas of use?______
D. Is a record kept of unanswered questions?______
   If so are they used to
   1. Guide book selection______
   2. Study the existing collection more intensively______
E. Is the greater number of requests author-title?______ Subject?______
F. Is there an increase in interlibrary loan use?______
G. Does the librarian generally supply adequate information on interlibrary loan citations?______

8. Publicity

A. Is there regular newspaper coverage of the library's resources?______
B. Are reference materials used in special displays and exhibits as well as circulating material?______
C. Other?____

9. Library's use of community resources?
A. Does the library attempt to collect up-to-date material about the local community?
   1. Reports of local government? If so, identify: ____________________
      ____
      ____
      ____

   2. Does the library have a record of current local officials?______
   3. Does the librarian use local newspapers to satisfy requests for information?______
   4. Does the library have a recent map of the community?______
   5. Does the library maintain any special sources of information on the community? If so, identify:____________________________
      ____
      ____

B. Does the library draw upon the specialized knowledge of local resource people?

1. Public officials________
2. Teachers________
3. Others? (Identify)____

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SESSION I

CHILDREN'S LITERATURE

GENERAL OBJECTIVE

To consider the purposes and value of reading in relation to child's needs and interest

SPECIFIC OBJECTIVES

A. To understand the importance of giving the best in picture books to the young child.

CONTENT

A.
1. provide child's first aesthetic experience
2. develop discriminating taste
3. meet child's instinct for growth
4. develop awareness of rhythm and sound
5. encourage natural desire to use new words
6. prepare the way for all future reading
7. period of greatest delight in picture book is fleeting
8. to communicate with the child
9. to develop concepts of world about him

METHOD

Lecture
Class questions and discussion
Group discussions
Black Board
Distribute materials

GENERAL OBJECTIVE	CONTENT	METHOD
To learn to judge merit of picture books and their usefulness		1) Lecture 2) Demonstrate Principles through books
SPECIFIC OBJECTIVES		MATERIALS
A. To know special features of good picture books.	A. 1. the theme should have universal appeal 2. theme should not be adult ideas watered down for the child 3. theme should be simple but strong 4. plot must have action 5. plot must be clear	Burton - Choo, Choo Ets - Play with me Brooke - Johnny Crow's Garden Langstaff - Over-in-the Meadow Lenski - Little Fire Engine
B. To recognize the unique features of text for picture books	B. 1. must appeal to the ear 2. must communicate through the senses 3. must have rhythm 4. must have simplicity of phrase 5. vacabulary must be natural 6. vocabulary should meet his enjoyment of hearing new words 7. writing style must be appropriate to the theme	
C. To recognize unique features of illustrations in picture books	C. 1. illustrations must communicate - tell the story 2. illustrations appeal to senses 3. " must be in keeping with strong theme 4. must truthfully illustrate the text 5. must synchronize with text 6. creative artist tells what is happening, conveys mood 7. enable child to enter into illustrations 8. illustrations should be judged on effectiveness in meeting above standards a) adults personal taste should not influence 9. variety in techniques and expression in artists work develop child's artistic taste	Lecture Class questions and discussions MATERIALS Picture Books Umbrella Brooke-Three Bears Lionni - Inch by Inch Film Strip (Weston Words) Opaque projector using public illus.

SESSION II _PICTURE BOOKS

GENERAL OBJECTIVE	CONTENT	METHOD
To consider the purposes of reading picture books in relation to child's needs & interests		Lecture Class questions
SPECIFIC OBJECTIVES		MATERIALS
A. To recognize the variety in picture books to meet child's needs	A. 1. Mother Goose - child's introduction to rhythm and rhyme leads to verse 2. realistic books - Little Tim 3. folk tales 4. fantasy 5. other lands 6. animal stories 7. humor	Picture books representing these types: 1. Little Tim and the brave Sea Captain 2. Little House 3. The five Chinese brothers 4. Ola 5. Green eyes 6. House that Jack built 7. Caps for sale
B. To become aware of money uses - picture books	B. 1. as pure entertainment 2. as foundation for future reading 3. to enrich child's concept 4. to be used for school requests in lower grades: community helps clothing science pictures of other lands, etc.	

GENERAL OBJECTIVE - FICTION	CONTENT	METHOD
To consider the purposes and value of reading in relation to child's needs.		Lecture Class questions and discussion.
SPECIFIC OBJECTIVES		
A. To recognize factor affecting needs	A. 1. child's ability to handle mechanics of reading 2. child's maturity 3. background 4. interests	
B. To be aware of the influence of books on child's development.	B. 1. books can widen child's horizons 2. " " deepen understanding of himself and others 3. give sounder social insight 4. awaken appraciation of beauty 5. identify clear standards of right and wrong.	MATERIALS Booklists such as: "Reading Ladders" "Children's Books About The Negro" "Best Books for Children" Selected Books on Display
C. Necessity for selecting and providing child with fine literature.	C. 1. childhood is brief. cannot enjoy juvenile book in same way when adult 2. child will not instinctively select best - must be trained 3. can get non-selected elsewhere 4. Librarian has knowledge to give the best books - is her responsibility.	

GENERAL OBJECTIVE	CONTENT	METHOD
To be able to provide best possible books for the child through knowledge		Lecture Class questions and answers
SPECIFIC OBJECTIVES		
A. To recognize distinguishing characteristics of a well written story	A. 1. adequate theme 2. lively plot 3. memorable characters 4. destinctive style	
B. To define criteria by which to judge children's literature C. To give skill in applying criticism	B. 1. strong theme a) theme is idea of a story b) strong theme will support vigorous plot c) Theme must have truth d) significance for child 2. Plot--grows out of the theme a) is action of the story b) should develop logically c) must have some thing happen d) complexity of plot varies according to approximate age level of book.	
D. To develop criteria by which to judge children's literature	3. Style of writing a) the expression the writer gives to the theme b) style appropriate to the story c) dialogue satisfactory - natural to the characters 4. Characterisation a) must be convincing b) should have distinctive qualities or attributes c) should act and talk in manner suitable to setting	

GENERAL OBJECTIVE	CONTENT	
How to put the books to work		Lecture Demonstration
SPECIFIC OBJECTIVES		
A. The value of the pre-school program	A. 1. child's first group experience 2. child learns to set quietly 3. child learns to listen to words 4. child learns to look at pictures 5. introduces him to best in literature 6. it may be his first opportunity to select books for home reading 7. gives parents an idea of the joy that children find in books and stories 8. makes parents more willing to provide books 9. encourages parents to read at home to child 10. excellent public relations value	
B. How to conduct pre-school program	B. 1. It is best to restrict age group to 3-4 year olds. 2. group should be approximately 15-20 3. A quiet room or corner for the program should be selected 4. seat children comfortably 5. Arrange in semi-circle facing story-teller a) have their backs toward distracting areas - circle desk 6. program should not exceed half hour. 7. parents should remain close by but not with child.	MATERIALS 1) Pamphlet "Once Upon a Time" 2) Illustrations of story hour
C. Type of material to select	C. 1. select simple stories 2. select realistic a) machines b) children doing things c) animals	

SPECIFIC OBJECTIVES	CONTENTS
D. How to present the story	D. 1. hold book at child's eye-level 2. show pictures as story unfolds 3. turn pages slowly 4. do not interrupt to answer questions or make comments.

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COMMUNITY LIBRARIAN'S TRAINING COURSE
YOUNG ADULT SERVICES

Course Outline

SESSION I Philosophy of work with Young Adults. The "why", "what" and "how" of Young Adult services.

Assignment: (due Session I)
Read: *Young Adult Services in the Public Library*.

SESSION II Criteria for selecting books written especially for teen-agers. Class discussion based upon assigned reading.

Assignment: (due Session II)

1. Read two books from Group A as indicated on Reading List. On separate 3 X 5 cards, write a brief, critical annotation including theme of story, evaluation of use, and appeal to teen-agers. Be sure to sign your name on each card.
2. Ask a teen-ager to read a book of his own choice and write a brief review telling why he liked or didn't like the book. Review sheets enclosed.
3. Be familiar with aids distributed at this Session.
4. Read: Munson, *Ample Field*, Part I

SESSION III Criteria for selecting adult books for young people.

Assignment: (due Session III)

1. Read two books from Group B as indicated on Reading List. Annotate and bring notes to class.
2. Read Munson, Part II

SESSION IV Ways of stimulating reading and use of total resources of the public library.

Assignment: (due Session IV)

1. Read two books from Group C as indicated on Reading List. Annotate and bring notes to class.
2. Read Munson, Part III
3. Choose any book(s) read for this course and prepare a "readers" annotation or "floor" talk.

Optional: Bring to class exhibit ideas or posters used successfully in the Young Adult area.

The University of the State of New York
The State Education Department
THE NEW YORK STATE LIBRARY
LIBRARY EXTENSION DIVISION
Albany 1

Community Librarians' Training Course
Young Adult Services
Reading List

Read one from each group plus starred titles.

Group A

*Daly, Maureen	-Seventeenth summer
Gipson, Fred	-Old yeller
Johnson, Annabel & Edgar	-Wilderness bride
Ullman, James	-Banner in the sky

Group B

Chute, B. J.	-Greenwillow
*Frank, Anne	-Diary of a young girl
Gunther, John	-Death be not proud
Stolz, Mary	-Ready or not

Group C

Golding, William	-Lord of the flies
Knowles, John	-Separate peace
Lee, Harper	-To kill a mockingbird
*Salinger, J. D.	-Catcher in the rye

Community Librarians' Training Course
Young Adult Services

MATERIALS GIVEN TO CLASS MEMBERS:*

An Ample Field, by Amelia Munson. ALA. 1950

Books for the Teen Age. New York Public Library.

Books for You, with supplement. National Council of Teachers of English. 1959; 1961-2.

Young Adult Book List for Small Public Libraries. 1964. rev. ed. NYLA.

Young Adult Services in the Public Library. ALA. 1960.

Your Reading, with supplement. National Council of Teachers of English. 1960, 1963.

Walker, Elinor, Ed. Book bait. ALA. 1957 & Doors to mature reading.

Webb, Flora, ed. College Preparatory reading list. Nioga Library System. 1964

World History Book List for High Schools. National Council for the social studies. 1962

*Subject to change (additions, deletions) as new items available, i.e. (ALA's Outstanding Biography for College Bound)

MATERIALS DISCUSSED and/or MADE AVAILABLE FOR LOAN OR INSPECTION:

Booklist

New York Herald Tribune Book Review

New York Times Book Review

School Library Journal

Standard Catalog for High School Libraries

Top of the News

Virginia Kirkus Service

Wilson Library Bulletin

COMMUNITY LIBRARIANS' TRAINING COURSE
YOUNG ADULT SERVICES

Course Outline

SESSION ONE

1. The theory and function of work with Young Adults.
2. Public-School library relationships.
3. Criteria for selecting books written especially for teenagers, with emphasis upon fiction.
4. Brief analysis of reviewing media and materials distributed in class.

SESSION TWO

1. Class discussion of "transitional" books (based upon assigned reading).
2. Criteria for selecting adult books for young people "according to Carlson".

SESSION THREE

1. Class discussion of adult books of interest to young adults.
2. Ways of stimulating reading and use of total resources of the public library.

SESSION FOUR

1. Class discussion of books based upon reading.
2. Presenting books to young people.
3. Public relations as it relates to serving young adults.
4. Problems encountered by participants in providing service to young adults.

COMMUNITY LIBRARIANS' TRAINING COURSE
YOUNG ADULT SERVICES

Assignments

DUE SESSION ONE

1. Read: A.L.A. Young Adult Services in the Public Library.

2. "For Everything There is a Season" by G. Robert Carlson. (materials enclosed)

DUE SESSION TWO

1. Read: Seventeenth Summer by Maureen Daly plus one of the following:

   Old Yeller by Fred Gipson
   Wilderness bride by Annabel & Edgar Johnson
   Banner in the sky by James Ullman

   Write a critical review of approximately 100-150 words giving your reaction to the books, evaluation of use, appeal to young adults. Be sure to sign your name on each review.

2. Ask a teen-ager to read a book of his own choice and write a brief review telling why he liked or didn't like the book. (review sheets enclosed)

3. Read: Munson, Ample Field, Part I.

DUE SESSION THREE

1. Read: Diary of a young girl by Anne Frank plus one of the following:

   Greenwillow by B. J. Chute
   Death be not proud by John Gunther
   Ready or not by Mary Stolz

   Write a critical review of above titles as indicated in assignment TWO.

2. Read: Munson, Ample Field, Part II.

DUE SESSION FOUR

1. Read: Catcher in the Rye by J. D. Salinger plus one of the following:

   Lord of the flies by William Golding
   Separate peace by John Knowles
   To kill a mockingbird by Harper Lee

Write a critical review as indicated in assignment TWO.

2. Read: Munson, Ample Field, Part III.

3. Choose any book(s) read during this course (preferably other than assigned reading) and prepare a "floor" talk, or "minute" review.

4. Optional: Bring to class exhibit ideas used successfully in the Young Adult section, or program ideas used in the past or planned for the future (i.e. film program, book discussion).

The University of the State of New York
The State Education Department
THE NEW YORK STATE LIBRARY
LIBRARY EXTENSION DIVISION
Albany 12224

COMMUNITY LIBRARIANS' TRAINING COURSE
ADULT SERVICES

Students' Outline and Assignment Sheet

This course is a brief survey of the purpose and scope of library services for adults, emphasizing book selection and the need to guide and stimulate adult reading. Work with community groups and cooperation with other adult education agencies is stressed. Inaddition to the assignments for each session, there are two practical projects to be completed by the end of the course. The first is a weeding and book selection project, the second is planning and outlining a new service or program for adults to be carried out after the course is over.

Each student is expected to do a minimum of three hours of work outside of class on assignments.

ASSIGNMENT I (Mailed to each student before the first session)

1. Gregory. "Library Service for Adults" Small Libraries project Pamphlet No. 10
2. Chancellor. "What is an Educational Objective in Public Library Service?" Supplement A to SLP Pamphlet No. 10
3. Working Paper (answer the questions).
4. Before the third session, read at least one recent fiction and one recent nonfiction book (on which later assignments will be based).

SESSION I

Library services to adults: definition and philosophy; changing concepts; objectives and functions.
The library and the community: why librarians need to know their communities; what they need to know; where to get this information; how to use it.
Film: The Adult and the Public Library.

ASSIGNMENT II - READINGS

- A. Books for your community
  1. "Building and Maintaining the Small Library Collection." Small Library Projects Pamphlet #5
  2. Haines. Living With Books. pp.3-11; 35-61.
- B. Annotations
  1. Haines. pp.137-152
  2. Carter and Bonk. Building Library Collections. pp.59-62
- C. Weeding
  1. "Weeding the Small Library Collection" and First Aids for the Ailing Adult Book Collection." Supplement A to SLP Pamphlet #5
- D. The Library as an Adult Educational Institution
  1. Phinney. Library Adult Education in Action. Read one case history.

SESSION II

Books for your community: Need for a written book selection policy; the book selector -- qualifications and skills; book selection aids; annotations and reviews.

ASSIGNMENT III - Readings and Written Work

A. Book Selection and Censorship
   1. Haines. pp.506-567. Also read the chapter on the subject related to your book selection project.
   2. Carter and Bonk. pp.41-50; 90-116; 195-239

B. Written Annotation
   1. Write (and hand in) a librarian's note on one of the books you read for the course (see Assignment I, No. 4)

SESSION III

Books for your community continued: Criteria for adult book selection; trouble spots; censorship vs. selection.

ASSIGNMENT IV - Readings, book talk, written work

A. Reading Guidance
   1. "Reader's Guidance Service in a Small Public Library." SLP Pamphlet #8
   2. Phinney. pp.32-33; 123.

B. Book Talk: Be ready to talk informally about a book you read recently (see Assignment I, No.4) to two or three other students in a small group.

C. Evaluation of the course: Hand in.

SESSION IV

How to get the right book to the right person at the right time: guiding and stimulating reading; talking to readers about books; book talks.

COURSE PROJECTS -- TO BE HANDED IN AT FOURTH SESSION

Weeding and Book Selection Project

1. Choose a section of adult books that needs rejuvenating. Depending on the condition and size of your collection, this could be an entire class such as the 900's or the 300's, or a class division such as the 910's, biography, or the 320's.
2. Weed those books that have outlived their usefulness. (6-10 titles will fulfill the assignment.) Please use 3x5 cards or slips, listing author, title, publisher, date, your reason for removing, and your name.
3. Select new titles and/or replacements to build up and round out this section of the collection. (6 titles minimum). Please use 3x5 cards or slips, entering author, title, publisher, date, and at least 2 book selection aids used in making your selection. Examining or reading a book, of course, is desirable and can count as one source. Sign cards.

Adult Services Project

Hand in an outline or plan of a new service or program (or expansion of an existing one) which will improve your library service to adults. Choose something which you will be able to accomplish within the next few months.

COMMUNITY LIBRARIANS' TRAINING COURSE -- ADULT SERVICES

MATERIALS

I - Material given to all class members

COLLEGE AND ADULT READING LIST OF BOOKS IN LITERATURE AND THE FINE ARTS. Paper. Washington Square Press, Inc., 1962. 90¢.

GOOD READING. 19th ed. Paper. A Mentor Book, New American Library, 1964. 75¢

GUIDE TO SCIENCE READING. Signet Science Library Book, New American Library, 1963. 60¢

Haines, Helen E. LIVING WITH BOOKS. 2nd ed. Columbia University Press, 1950. $6.00

"Interim Standards for Small Public Libraries." A.L.A., 1962.

Johnson, Gerald W. "Education is Adult." Mimeographed. Free. Reprinted from A.L.A. Bulletin, April 1954. Adult Education Issue.

Overstreet, Harry A. "The Elusive Thing Called Adult Education." Mimeographed. Free. Reprinted from A.L.A. Bulletin, April 1954. Adult Education Issue.

Putnam, Miriam. "Books as Tools for Adult Education." Mimeographed. Free. Rutgers University, Graduate School of Library Service, 1955.

READING FOR AN AGE OF CHANGE SERIES. A.L.A., 1962-3. Order from Public Affairs Committee, 22 E. 38th St., N.Y. 16, N.Y. 60¢ each.

- #1. Space Science, by Ralph E. Lapp
- #2. The Contemporary Arts, by Bartlett H. Hayes, Jr.
- #3. Freedom of the Mind, by William O. Douglas
- #4. Expanding Population in a Shrinking World, by Marston Bates
- #5. The World of Economics, by Robert L. Heilbroner. How to Use the Reading for an Age of Change Series, a Handbook for Librarians, by Helen H. Lyman. (50¢)

Selected Programs in Adult Civic Education. New York State Education Department, Bureau of Adult Education. Free.

SERVICE TO ADULT ILLITERATES: Guidelines for Librarians. A.L.A., 1964. (Single copies free upon request.)

SMALL LIBRARIES PROJECT PAMPHLETS. A.L.A., 1962.

- No. 5 Building and Maintaining the Small Library Collection by Orilla T. Blackshear. 50¢,
- Sup. 5A Wedding the Small Collection. 25¢.
- No. 8. Reader's Guidance in a Small Public Library, by Helen H. Lyman. 50¢ ·
- No. 10. Library Service for Adults, by Ruth W. Gregory. 50¢
- Sup. 10A. What is an Educational Objective in Public Library Service. 15¢

Taylor, Nettie B. "Rural and Small Community Libraries Develop Adult Education." Mimeographed. Free. Rutgers University, Graduate School of Library Service, 1955.

II. Material available free upon request

ASD GUIDES TO THE LITERATURE OF ADULT EDUCATION, Nos. 1-10. Mimeographed. A.L.A., 1958-63. Free.

- No. 1 & Supplement: Program Planning
- No. 2: Television

No. 3: The Book Talk
No. 4: Reading Interests and Habits of Adults
No. 5: Service to the Aging
No. 6: Film Utilization
No. 7: Service to Labor
No. 8: Reading Guidance
No. 9: Services to Community Agencies and Organizations
No.10: Adult Reading Improvement.

Anderson, Polly G. "Men, Women and Libraries; an Adult Services Point of View." Mimeographed. Free. Reprinted from BOOKMARK, March 1961.

Freedom to Read Statement. Prepared by the Westchester Conference of the American Library Association and the American Book Publishers Council, May 2 and 3, 1953. Free.

"How Libraries and Schools Can Resist Censorship." Mimeographed. Free. Reprinted from BOOKMARK, March 1962.

Library Bill of Rights. Adopted June 18, 1949, and amended February 1, 1961 by the A.L.A. Council. Free.

Public Library Service; a Guide to Evaluation, with Minimum Standards. A.L.A., 1956

Sample copies of: BOOKLIST AND SUBSCRIPTION BOOKS BULLETIN, LIBRARY JOURNAL, PUBLISHERS WEEKLY, and the A.L.A. and Wilson catalogs.

SMALL LIBRARIES PROJECT PAMPHLETS. A.L.A., 1962. Sup.2A Suggested Policies for Public Libraries. 20¢

Statement on Labeling. Adopted July 13, 1951, by the A.L.A. Council. Free

TECHNIQUES FOR TEACHERS OF ADULTS, October, 1961. "Using Your Library." National Association of Public School Adult Educators, $2.00 per year; 35¢ a copy.

TIPS FOR LEADERS. A.L.A., Adult Services Division. Mimeographed. Free.

III. Material which may be borrowed

ALA BULLETIN, April 1954. Adult Education Issue. (Available free upon request from Adult Services Division, A.L.A.)

BOOKS IN PRINT. Latest edition. Bowker. $18.00.

Carter, Mary D. and Bon, Wallace J. BUILDING LIBRARY COLLECTIONS. 2nd ed. Scarecrow Press, 1964. $6.00

Center, Stella. THE ART OF BOOK READING. Scribner's, 1952. $4.50

EASY ON YOUR EYES: A listing of books in large, clear type, comp. by Adult Education Committee, Mass. Library Association. 25¢

Fadiman, Clifton. THE LIFETIME READING PLAN. World, 1960. $3.75. (Also in paper: Avon V2034, 75¢

Fiction Catalog. 1960 ed. and supplements. H.W. Wilson. $12.50.

FOR TIRED EYES; Books and Recordings. N.Y. Public Library. 25¢.

Hoffman, Hester R. THE READER'S ADVISER AND BOOKMAN'S MANUAL. 10th rev. ed. Bowker, 1964. $17.50.

COMMUNITY LIBRARIANS' TRAINING COURSE - ADULT SERVICES

MATERIALS - ADDENDUM

I. Films

THE ADULT AND THE PUBLIC LIBRARY. 22 minutes, in color. Wisconsin Free Library Commission. Available in New York from: Special Services Film Library, 226 Elm Street, Albany, 12202.

THE LIBRARY ART OF GUIDANCE. An 8 minute, black and white sound film. Bureau of Audio-Visual Instruction. Madison, Wisconsin. Available in New York on loan from: Special Services Film Library, 226 Elm Street, Albany, 12202.

II. Articles

Blackshear, Orilla, and Lyman, H.H. "Significant and Controversial Novels". Reprinted from: *Proceedings of the Eighth Institute on Public Library Management* held in Madison, Wisconsin, February 26-28, 1961.

"Books for Adults Beginning to Read; A Selected List". Committee on Reading Improvement, Adult Services Division, ALA, June 1965.

"Full Freedom of Expression" - Articles on Censorship, reprinted from *Wilson Library Bulletin*, April 1965.

Lyle, Guy R. The Librarian's Role in Society - The Challenge. (The Sixth Annual Mary C. Richardson Lecture, State University College, Geneseo, N.Y. May 3, 1963).
NYLA Bulletin, March-April, 1964. (Excerpt distributed to class members).

Noon, Estelle and Lollis, W. F. "The Library and the Senior Citizen". Reprinted from *Odds and Bookends*, Nassau County Library Association, Fall 1962.

War on Poverty. *Library Journal*, September 15, 1964. Entire issue devoted to the role of the public library in the War on Poverty

War on Poverty issue of *Wilson Library Bulletin*. September, 1965.

Lee, Robert. "Getting the Most Out of Discussion." A.L.A., 1956. 5 cop., $1.00; 10 cop., $1.75.

Lee, Robert. "The Library-Sponsored Discussion Group." A.L.A., 1957. $1.25.

Leedy, Paul D. READING IMPROVEMENT FOR ADULTS. McGraw-Hill, 1956. $6.95.

Lewis, Norman. HOW TO READ BETTER AND FASTER. 3rd ed. Crowell, 1958. $4.95.

LIBRARY JOURNAL reprints on Censorship. "Articles on Book Selection and Censorship," June, 61
"Problem Non-Fiction", by Dorothy Broderick. LIBRARY JOURNAL, October 1, 1962.
"Problem Books Revisited" by Raymond B. Agler. LIBRARY JOURNAL, May 15, 1964.

"Library Service to an Aging Population." PUBLIC LIBRARY REPORTER NO. 10. A.L.A., 1960. $1.75.

Monroe, Margarete. "The Library's Collection in a time of Crisis." Wilson Library Bulletin, January 1962.

ODDS AND BOOKENDS. Fall 1962. Adult Services Issue. Nassau County Library Association. $1.00.

PAPERBOUND BOOKS IN PRINT. (Quarterly) Bowker. $16.00 a year.

Phinney, Eleanor. LIBRARY ADULT EDUCATION IN ACTION, A.L.A., 1956. $4.00.

"Public Library Policies - General and Specific." PUBLIC LIBRARY REPORTER No. 9. A.L.A., 1960. $1.75.

Smith, Nila B. READ FASTER AND GET MORE FROM YOUR READING. Prentice-Hall, 1958. $5.95.

SOCIAL ACTION PROCESS (THE): Organizing and Putting Programs to Work. Communications Bulletin No.17, University of Minnesota Agricultural Extension Service.

STANDARD CATALOG FOR PUBLIC LIBRARIES. 1958 ed. and 1959-63 ed. H.W. Wilson. Service basis.

Stefferud, Alfred, ed. THE WONDERFUL WORLD OF BOOKS. Houghton. Houghton, 1952. $2.00. (Also in paper: A Mentor Book, New American Library. 75¢.

STUDYING THE COMMUNITY: A Basis for Planning Library Adult Education Services. A.L.A., 1960. $2.50.

SUBJECT GUIDE TO BOOKS IN PRINT. Latest edition. Bowker. $17.50.

Wisconsin Free Library Commission. "Significant and Controversial Novels." (Mimeographed)

LIBRARY MANAGEMENT

Course Outline

A. Management of the Library

- As it concerns John and Jane public
- As it concerns the library trustee
- As it concerns you the librarian

Special problems in library management as experienced by group
Discussion of projects
Selection of projects

B. Mechanical Procedures

- Order routines
- Classification
- Filing
- The catalog
- Withdrawals

C. Operating Details

- Information for borrowers
- Registration and re-registration
- Charging system
- Circulation routines
- Library arrangement and upkeep

D. Records, Reporting and Fiscal Management

- Discussion of the records kept by a small library
  - Which are essential
  - Which could be eliminated
- Discussion of reporting and the annual report to the Library Extension Division

Consider these matters with reference to the management of the library.

WHO is responsible for the public library ?
WHAT happens to a book between the time it is selected and the time it goes into circulation?
WHEN report time rolls around is the librarian ready?
WHERE can volunteers best serve a library?
WHY is the catalog one of the most valuable tools in the library?

Akers, Susan Grey. Simple library cataloging. ALA. 1954. $5.

American Library Association. Public library service. ALA. 1956. $1.50.

Byrne, Brooke. Mending books is fun. Burgess. 1956. $3.75.

Cook, Margaret Gerry. New Library Key. Wilson, H.W. 1956.

Dewey Decimal classification and relative index; devised by Melvil Dewey. Abridged 8th ed. Forest Press. 1959. $6.50.

Geer, Helen Thornton. Charging systems. ALA. 1955. $3.75.

Ireland, Norma (Olin). Pamphlet file in school, college, and public libraries. Faxon. 1954. $5.

Johnson, Margaret Fullerton. Manual of cataloging and classification for small school and public libraries. Wilson, H.W. 1950. 90¢.

Loizeaux, M.D. Publicity Primer. Wilson, H.W. 1959.

Moshier, L.M. and LeFevre, H.S. The small public library. ALA 1942.

Mott, Carolyn. Children's book on how to use books and libraries. Scribner. 1955. $2.60.

PLD Reporter. Friends of public libraries; how they work. ALA. 1955.

Patrons are people; how to be a model librarian; rev. and enl. ed. prepared and illustrated by Sarah Leslie Wallace. ALA. 1956. 80¢.

Rose, Ernestine. Public library in American life. Columbia Univ. Press. 1954. $3.25.

Sears, Minnie Earl. Sears List of subject headings. Wilson, H.W. 1959. $4.

Tauber, Maurice Falcolm. Technical services in libraries. Columbia Univ. Press. 1954. $6.50.

Toser, Marie Antoinette. Library manual. Wilson, H.W. 1955. 70¢

Wallace, Sarah Leslie. Promotion ideas for public libraries. ALA. 1953. $ 1.50

Wight, Edward Allen. Public library finance and accounting. ALA. 1943.

Winser, M.M. A handbook for library trustees. Bowker. 1959.

APPENDIX F

Profile of Community Librarians

PROFILE OF COMMUNITY LIBRARIAN
(N = 100)

A typical member of the Community Librarian Training Course has the following characteristics: She is over fifty years of age, has a high school diploma and in some instances a college education, works about 25 hours per week in a community serving a population of under 5,000 people, in a position of Librarian with a salary of anywhere from nothing as a volunteer to about $2,000 with an average of approximately $1,000 — $1,500; she has been working about 10 years in the library with an average volume size of 10,000-15,000 with a circulation of 20,000 plus, she spends a little more than $2,000 per year; she is extremely conscious of continuing her education in Library work and will participate quite actively in workshops or institutes which will give her immediate and practical information.

AGE

Under 30	1
30-50	20
Over 50	79

POSITION

Librarian	81
Assistant Librarian	12
Clerk	7

COMMUNITY (Pop. served by Library)

Under 5,000	46
5-10,000	12
10-25,000	24
25,000+	18

SALARY

Under $500	17
$500-2,000	35
$2,000-3,000	13
$3,000+	34
None	1

HOURS WORKED (Per Week)

Under 10	18
10-15	17
15-25	16
25+	49

EXPERIENCE (Years in Library Work)

Under 5	21
5-10 Years	42
10-25 Years	22
25+	15

EDUCATION

Less than High School	8
Finished H.S.	33
Some College	16
Finished College	42
Other	1

PROFESSIONAL EDUCATION

Taken Library Workshops, Institutes, Correspondence	65
Taken Courses at Library School	25
Library Degree	19
Library Certificate	19
None	27

SIZE OF HOLDINGS

Under 6,000 vols.	12
6,-10,000	24
10,-25,000	29
25+	35

CIRCULATION

Under 5,000	5
5,-10,000	14
10,-20,000	10
20+	71

EXPENDITURES

Under $500	5
$500- 1,000	17
$1,000-2,000	20
$2,000+	58

APPENDIX G

Estimated Per Pupil Cost

ESTIMATED PER PUPIL COST OF COMMUNITY LIBRARIAN TRAINING CLASSES
SPRING 1960-SPRING 1965

The data given below was collected by Mrs. Katherine Webster, Junior Administrative Assistant in the Library Extension. At the time, she stated that, f anything, the figures are on the conservative side. Accepting the basis of the date, i.e., elements that went into their composition, the results are meaningful nd have significance for future planning.

Children's Services	$70.00 per pupil	for 401 pupils
Young Adult Service	$76.00 per pupil	for 368 pupils
Adult Services	$75.00 per pupil	for 404 pupils
Library Management	$67.00 per pupil	for 326 pupils
Reference Services	$83.00 per pupil	for 337 pupils

These estimates were calculated in this manner:

Salaries

Consultant salaries - For each of the five services, approximately 1/3 (4 months) of average annual salary of Sr. Library Supervisor plus 1/5 of 1/3 of an Associate Supervisor's salary (to reflect Miss Vedder's supervision of Training Classes). Adjustments were made to show increase in salaries over the five year period.

Typist salary (considered including clerical help) — 1/2 of annual salary of typist divided evenly among the five courses.

Travel - For each course, 1/3 of average annual travel cost per consultant.

Books and Materials - Here I had fairly accurate figures for the books and materials ordered for each course over the past two years. For earlier years, I divided the total book cost charged to the training classes into 5 equal parts.

Cost of renting rooms for the classes - Average yearly cost divided into 5 equal parts. Totals for last 3 years were accurate; earlier years just a guess.

Postage - $1.00 for each 10 pupils (or fraction of 10).

The breakdown looks like this:

see next page.

Children's Services

Fall	-	Spring	Estimated Cost Per Pupil	Number of Pupils	Estimated Annual Cost
1964	-	1965	$ 75.00	74	$5,520.00
1963	-	1964	80.00	70	5,632.00
1962	-	1963	70.00	84	5,908.00
1961	-	1962	59.00	77	4,557.00
1960	-	1961	84.00	52	4,350.00
	-	1960 (Spring only)	50.00	44	2,179.00 (1/2 year)

Young Adult

1964	-	1965	91.00	66	6,033.00
1963	-	1964	93.00	59	5,502.00
1962	-	1963	74.00	80	5,908.00
1961	-	1962	76.00	60	4,556.00
1960	-	1961	87.00	50	4,350.00
	-	1960 (Spring only)	41.00	53	2,179.00

Adult

1964-	-	1965	68.00	98	6,698.00
1963	-	1964	93.00	69	6,434.00
1962-	-	1963	62.00	96	5,909.00
1961	-	1962	73.00	62	4,556.00
1960	-	1961	109.00	40	4,349.00
	-	1960	56.00	39	2,179.00

Library Management

1964	-	1965	Not given in 1964-1965		
1963	-	1964	53.00	91	4,868.00
1962	-	1963	83.00	71	5,907.00
1961	-	1962	99.00	46	4,554.00
1960	-	1961	60.00	73	4,352.00
	-	1960 (Spring only)	48.00	45	2,179.00

Reference

1964	-	1965	67.00	84	5,589.00
1963	-	1964	84.00	63	5,296.00
1962	-	1963	70.00	84	5,908.00
1961	-	1962	70.00	65	4,556.00
1960	-	1961	140.00	31	4,348.00
	-	1960(Spring only)	218.00	10	2,179.00

INTERVIEWS AND CORRESPONDENCE

In addition to interviews being conducted of the course participants, staff members of the Library Extension Division, System's Directors and Consultants, the following people were contacted for either a telephone interview or by means of correspondence. I might also add that the cooperation on the part of all those people whom we could call colleagues in the field has been excellent and very much appreciated. In fact, many of them sent sample courses, course outlines, materials, etc.

Miss Eleanor Alexander
Coordinator, Library Extension Courses
University Extension
University of California
Berkeley 4, California

Mrs. Lois W. Beebe, Instructor
Library Extension Courses
Graduate School of Library Science
University of Illinois
Urbana, Illinois

Professor Muriel L. Fuller
Chairman, Department of Library Science
University Extension Division
The University of Wisconsin
Madison, Wisconsin

Miss Bethel Fite, Director
Department of Library Extension
University of Alabama
University, Alabama

Mrs. V. Genevieve Galick, Director
Division of Library Extension
Massachusetts Department of Education
648 Beacon Street
Boston, Massachusetts

Mr. Harold Hacker, Director
Rochester Public Library
Rochester, New York

Professor David Harkness
Division of Library Extension
The University of Tennessee
Knoxville, Tennessee

Dr. E. J. Humeston, Jr.
Dean, Graduate Library School
University of Rhode Island
Providence, Rhode Island

Miss Mary McPartlin
Library Extension Courses
Loyola University
Chicago, Illinois

Dr. Patrick Penland
Director of Library Science
Souther Connecticut State College
New Haven, Connecticut

Miss Lucille Wickersham
Library Training Course (Summers)
University of New Hampshire
Durham, New Hampshire

APPENDIX I

Proposed Job Description for Position Title "Training Director"

PROPOSED JOB DESCRIPTION FOR POSITION TITLE "TRAINING DIRECTOR"

SUMMARY

This is a professional position requiring a degree in Library Science as well as experience or potential in training and education. The function of the Training Director is to serve as a Coordinator and Consultant in training at all levels for the Library Extension Division. In this role, he (or she) will administrate and coordinate assessment of training needs, plan, organize, implement and establish programs to serve these needs, develop evaluation techniques and instruments to continually assess the objectives, methods and content of program.

In addition, he (or she) will be responsible for the selection and development of personnel on the training staff as well as on the Systems Training Staff and the establishment of policies and procedures relating to the carrying out of the duties as a Training Director.

PRINCIPAL TASKS

1. Determine, and assist other members of the Training Staff in the determination of training needs by consultation, direct observation and by analysis of problems to improve libraries and librarians of all types and kinds in New York State.

2. Plan, prepare and implement library training and development programs and assist regional systems' training directors in planning, developing, scheduling and administering training programs by providing educational counseling and leadership.

3. Evaluate the effectiveness of the training programs by analyzing participant reaction, application of measures of learning and of changed performance and through observation of overall efficiency of library service in New York State.

4. Provide for and maintain training facilities and arrange for the effective use of training equipment and audio-visual aids.

5. Encourage self-development of the training staff and others in the Library Extension Division interested in continuing their education.

6. Establish, maintain and develop a training department within the Library Extension Division as well as a Regional Training structure composed of from three to four (3-4) Regional Directors.

7. Creation and maintenance of a Speakers Bureau within the Library Extension Division.

8. Providing for continuous and constant communications between libraries throughout the state, the Regional Training Director and the Library Extension Division Training Department by means of the Regional Advisory Committee and other such techniques as deemed necessary.

9. Establish a clearing house of training materials in the Library Extension Division for use by Regional Training Directors as well as the Library Extension Division staff.

10. Encourage staff specialists to produce materials in their field of specialization for inclusion in the clearing house as well as for the use of people in the field.

11. Conduct a sufficient number of training staff meetings and individual contacts to provide proper and continuous guidance to the staff as well as evaluating their progress and performance.

12. Issue a Training Newsletter on a periodic basis for the benefit of the people in the field.

13. Keep abreast of new developments in the field by reading the current literature, writing colleges and universities and library schools and surveying other areas such as industry and government for new methods and techniques of training.

14. Prepare an annual budget for the Director.

15. Visit various libraries and systems throughout New York State from time to time to be alert to new needs and changes.

16. Attend professional meetings in both the library and training fields.

A proposed salary scale for a person with the proper qualifications and experience would be in the vicinity of $12,000 to $15,000. This is based upon current information from the American Society of Training and Development.

APPENDIX J

Selected Bibliography on Training

SELECTED BIBLIOGRAPHY ON TRAINING

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